



EDUCATIONAL SUPPLEMENT
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Acas points the way

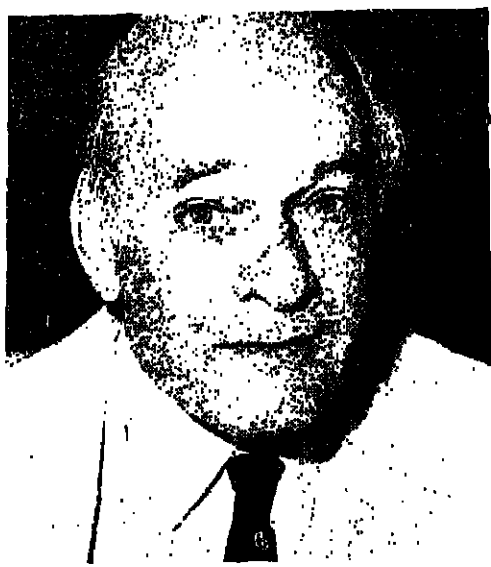
The past week has been dominated on the political side by Mrs Thatcher's successful (if eminently plausible) defence of her role in the Affair of the Solicitor General's Letter, and on the industrial relations side by outbreak of war between the printing unions and Mr Rupert Murdoch's News International Group. Distracted by these and other matters, the media had little space or time for Sir Pat Lowry's coup, an Acas solution to the year-long (for England and Wales) teachers' pay dispute. So far the solution exists on paper only.

It awaits the National Association of Schoolmasters/Union of Women Teachers' ballot, ratification by the other associations forming the majority on the teachers' side, and ratification in the Burnham Committee. If the NAS/UWT votes to accept there is no reason to believe that the continued opposition of the National Union of Teachers will prevent the deal going through.

The Acas deal is based on two elements, both of which have been in play as negotiating counters since the autumn of 1984. All Acas has done is offer a little of the coolness and detachment which has been missing from the Burnham hot-house for so long. The bones of a settlement for 1985-86 were clearly visible in the earlier abortive attempts to reach agreement. The local authorities have now added 1 per cent to the end-loading factor, bringing it up to 8.5 per cent from March 31, 1986, while the £480 minimum increase from April 1, 1985 has been replaced by 6.9 per cent all round for the whole of the financial year which ends in March 1986.

It is obvious that many local authorities will find the extra sums involved in 1986-87 very difficult to find. Sir Keith with his usual tact and charm has made it clear that he will do nothing to help them.

Time will show whether the 8.5 per cent end-loading, coupled with the switch of Rate Support Grant from the shires to the cities, causes actual



Sir Pat Lowry

redundancies in counties like Buckinghamshire and Cambridgeshire. No doubt everything else will be cut before staffing but the outlook for those aspects of education spending which come under the general designation of "supply" must be poor in such areas. What Acas had to do was to establish circumstances in which the teachers and the authorities could agree on 1985-86, which also carried with it an agreement not to start disruption all over again within a few weeks in pursuit of a 1986-87 pay settlement. The NAS/UWT has already adopted pay demands for 1986-87 which are manifestly beyond the authorities' purse. The authorities were clearly not going to make the final "final" offer if all the teachers' unions could give them in return was

— a six weeks truce. The NUT made no secret of its determination to carry on, and the leaders of the NAS/UWT were little more encouraging when they braced their members to expect a struggle lasting up to the next general election and beyond.

There is still no commitment on the part of the NUT to discontinue its programme of sanctions. The other unions, however, have agreed "to take immediate steps" (i.e. after ratification) "with a view to the cessation of all industrial action and a return to full normal duties". This carefully-worded phrase may mean rather less than at first sight appears: it does not commit the unions to desist from action for any specified period and if the negotiations go badly there must always be a risk that the withdrawal of cooperation will begin again. But evidently it has been a strong enough straw for the employers to clutch at.

The key to the peace process is now to be found in a formula for the resumption of talks on a contract and pay structure which includes a specific reference to appraisal and to the need to recognize the contribution of experienced class teachers.

Negotiations will take place under the auspices of Acas who will nominate an independent chairman to serve with two others, one chosen by the authorities, one by the teachers, as advisers and guides, helping to pace negotiations and map a way through the various minefields.

Acas will provide the secretariat, and at the end of six months the three-man panel will report progress and, if necessary, offer suggestions as to how outstanding matters should be dealt with. "Where negotiations come to an end over a particular issue, a report is made to the parties and to Acas," and there is a clause which could become important which envisages separate Acas conciliation or even Acas-arranged arbitration, on topics which elude agreement.

COMMENT

Voting and spending

Kenneth Baker's search for an alternative to the rates as a form of local taxation (page 8) is only partly inspired by the unfairness and unpopularity of the local property tax: what has given it particularly urgency is the fact that many of those who vote (and therefore pass electoral) judgement on spending and levels of rating) do not pay rates at all or do not pay them out of their own pockets. Accountability, says the Government, is weak without this fiscal link.

But having outlined the problem — how to create a tax base for local revenue collection which is more nearly co-extensive with the local electorate — the Government still have to devise a scheme which is fair, cheap to administer and capable of dealing sensibly with the same poverty which has created the need for existing rate rebates.

It has to be said, too, that any new scheme needs to be judged against the background of human frailty which politicians have displayed with regard to the rates. The failure to stick to a regular programme of property revaluation has made the rates even more of a lottery than they need to be, but it is of the nature of politicians that they yield to the political temptation to postpone doing unpopular but necessary things, and of the nature of ordinary elections that they encourage them to this weakness.

A community charge would fall on all the adult population. With various exemptions for particular disadvantaged groups, subject to the principle laid down in the new Social Security Bill that "everybody, whatever their source of income, should, themselves,

liability, Mr Baker reckons that nine out of ten single pensioners would face lower bills; eight out of ten single adult households would pay less. There is a strong suspicion among politicians of all parties that a poll tax (by whatever name) will be extremely unpopular and before this scheme is made the basis of legislation (if it ever is) it may well be modified extensively. In view of the fate of a succession of earlier plans for getting rid of the rates, therefore, a certain wary scepticism is in order.

The Green Paper rejects the idea of taking responsibility for funding "a major service such as education" away from local government and passing it to the Treasury, direct, because, while it would enable total spending to be more rigorously controlled, it would also require the Government to set each l.e.a.'s budget and determine every authority's policy, which would run counter to one of the Green Paper's objects, which is to improve local accountability.

The section on specific grants — though far less precise than earlier reports suggested — makes it clear that "a separate review" may come up with more grants distributed directly by the DES. The words are worth quoting: "There may also be a case for some new grants, for example, in the education field in support of the Government's objective of raising standards at all levels of ability. But equally, extensive use of such grants could run counter to the approach set out in this Green Paper of local accountability and choice." Those two sentences neatly encapsulate the unresolving tension between the DES and the Department of the Environment, and between the education lobby and the local government lobby. The Green Paper's four criteria for specific grants will be noted and quoted to assist the delivery by local authorities of central government policies, pump-

discretionary local services; and to "finance activities not adequately covered by the proposed needs assessment." Clearly some of these are very broad, and open to widely differing political interpretation.

Win some, lose some

The TVEI staying-on rates have been eagerly awaited on all sides as proof-positive, either that the Government's hastily launched technical and vocational initiative in schools had swept on to its logical success, or alternatively that it had changed nothing.

In the event, as the more thoughtful forecast, the figures just issued (page 15) reveal patchy results and the obvious need both for more experience and for more careful on-the-spot analysis before any useful conclusions can be arrived at.

The TVEI is, of course, intended to provide a cohesive four-year programme lasting from 14 to 18 years of age, but when it was flung together in the first 14 pilot l.e.a.s it was a matter of taking two years at a time.

That is just one of the factors explaining the discrepancies now revealed. If this original programme could not reasonably be developed beyond the 16-year-old leaving age, as in at least one of the examples cited, then it is not exactly a refusal to carry on with TVEI to leave and look for a job in the vocational area you have just been studying.

Other relevant factors must include the traditional staying-on pattern in the area — unlikely to be changed overnight by any new programme — local employment prospects, whether the TVEI course itself was designed for a broad spread of ability, and whether the four-year programme could be completed in school or had to

be continued in sixth-form, tertiary or FE college. Even allowing for all this, there must be encouraging news for the enthusiasts in that some schools have doubled their normal staying-on rates, and that the proportion of girls staying on in almost all the projects has been unexpectedly high. This last is just one of many outcomes that must be followed through, built on and analysed as subsequent figures become available.

And this week's official launch of the new two-year Youth Training Scheme is a reminder of another counter-attraction that will in future have to be taken into account. How many young people will be tempted to leave even the best of TVEI programmes (and HMT's early studies found quality uneven) for the YTS grant? How far will a proper training element and the future availability of qualifications on the Youth Training Scheme exacerbate this? And will the rationalization of qualifications which the Manpower Services Commission is now rushing through eventually make it easier to move from one programme to another than to finish the TVEI programme without benefit of maintenance grant?

The energy and wealth of the MSC has enabled it to generate more projects more quickly than were ever dreamed of when laborious consultation was the order of the day. Perhaps the next step will be to make sure they don't knock the heart out of each other.

no comment

"Willingness to play a major role in lunchtime and out of school activities is an essential requirement." From the advertisement for Scale 3 year coordinator in Hampshire primary teaching staff vacancy list.

Second opinion

Single-sex schools are here to stay — official

The High Court decision in the Mewood Boys' School case (723, December 6, 1985, page 3) is of immense importance to any reorganization scheme involving single-sex schools.

The Facts: the case arose from a problem of falling rolls in some schools in Bristol. Avon County Council sought to overcome the problem by a reorganization involving the closure of the only county boys' school in the city but the retention of two girls' schools. Mr and Mrs Keating and Mr Cogzell, parents of boys at Mewood, sought judicial review of Avon's scheme, contending that the closure of the school would constitute a breach of the Sex Discrimination Act 1975.

The Law: the 1975 Act makes it unlawful for a local education authority to treat a boy less favourably than a girl.

The Issue: whether the loss of an option to attend a single-sex school which under Avon's scheme the girls would still have but the boys would no longer have, is a loss which a boy would or might reasonably consider results in less favourable treatment.

The High Court decision: "The option of which (Avon's) decision would deprive the applicants and their children one which can on reasonable grounds be regarded as of value. It is therefore to deprive boys of it but not girls. It is a disadvantage which is not shared by girls and is therefore unlawful."

Before the Court's decision the county council was having what Mr Justice Taylor described as "a change of heart", in that it had apparently minded to reverse its earlier decision over the closure of Mewood and had called for a report from the director of education on possible alternative proposals. After the Court's decision Avon decided to appeal against it.

Consequence of the High Court decision: the judge said that sections of the 1944 Education Act must be read in conjunction with the provisions of the 1975 Act in that, although there may well be no duty upon any education authority to provide single-sex education, if it decides to do so it must do so less favourably than the other sex.

What if, for the sake of example, Shireborough l.e.a. has for generations maintained a girls-only school but never a boys-only school? Is it, in breach of the 1975 Act? If so, could it, by invoking the Act, force an l.e.a. to provide a boys-only school (a girls-only school in vice versa circumstances)? If Shireborough is to be spared strapping for cash because it is a "considerable doubt" whether internal assessment, an essential part of the new grading system, will be able to happen as intended.

The in-service training programme is under threat, too, and grade criteria, which should guarantee a more objective form of assessment, will not be ready until at least 1990, Mr Hart complains.

The Association is also concerned that the GCSE will be unfair to pupils as some have properly-prepared teachers, but others have teachers who have no attempt to prepare them, according to Mr Derek Best, NAHT president and head of Vyners School, Leekham.

However, the Association would still accept the validity of the first GCSE grades in 1988 if Sir Keith could ensure that the new syllabus satisfied the national criteria for GCSE subjects; that specimen papers are issued with the new syllabuses and that schools have enough books and course materials for the exam.

If the examining groups cannot get their syllabuses approved soon, they must be prepared to let schools use the existing syllabuses, said Mr. Michael

Budget cloud dampens curriculum success

by Sarah Bayliss

The enthusiasm of teachers, advisers and local authorities for curriculum development projects over the past year has been "tremendously encouraging — almost embarrassing", MPs were told this week.

Giving evidence to the Commons Select Committee on education, Mr Keith McWilliams, chief executive of the School Curriculum Development Committee, said all its projects were oversubscribed and it was a difficult, sometimes unpopular, task to choose between applicants.

Later, SCDC's chairman Professor Roger Blin-Stoyle said his committee felt "very bound" by its lack of resources which add up to £2 million a year.

Mr McWilliams drew attention to the committee's three major primary projects in arts, mathematics and children's writing which began in September 1985 and which within three years will involve over 60 local authorities — around two dozen in each project.

"In every case, far more l.e.a.s. want to come into partnership with us than we can accommodate," Mr McWilliams said.

Over 80 authorities had applied to be involved in the primary maths programme which will follow up the Cockerfoot Report and take maths teaching into the next century.

"We've had a tremendously encouraging — almost embarrassing — response from l.e.a.s. and teachers who want to critically appraise what they're doing... There's a lot of evidence that teachers are willing and eager to look in depth at their work."

One of the committee's top priorities was to involve the maximum number of teachers in developing and disseminating ideas about the curriculum. "We don't believe that curriculum development is an esoteric activity which takes place among so-called 'experts'. It ought to be an essential part of the teacher's role: only then will they be motivated to change," Mr McWilliams said.

He described the committee's Teachers' Fund, which gives grants of up to £1,000 to teachers in a school or group of schools who are collaborating on a curriculum scheme.

Over 3,000 applications had been received in 1985 and the first part of 1986. It is understood that among 2,400 applications in 1985, 800 were from primary; 144 have received the go-ahead and funds.

"There are hundreds of teachers actively concerned about improving standards," said Mr McWilliams. "Our concern is to bring together their enthusiasm and our resources."

Answering a question from Mr Martin Flannery, Labour MP for Sheffield, Hillsborough, Professor Blin-Stoyle,

chairman of the SCDC, said he could not be said to be "reasonably happy" about the resources available. The Department of Educational and Scientific and the l.e.a.s. each provided £1 million to the SCDC, giving a budget of £2 million which looked small compared with, for example, Government funding for the TVEI programme.

In real terms the budget was less than had been paid to the now-defunct Schools Council — SCDC's predecessor.

"We do find ourselves very bound by the lack of resources," Professor Blin-Stoyle said.

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Answering a question from Mr Harry Greenway, Conservative MP for Ealing North, representatives from SCDC said they would not advise MPs to raise the compulsory starting school age to six unless public funding and adequate pre-school educational opportunities were being offered to all children from the age of four.

Mrs Sybil Laver, a member of SCDC's board and a primary head in

Somerset expressed concern that growing numbers of four-year-olds were being taken into empty classrooms without adequate equipment or staffing. The patchiness of existing pre-school provision was another concern.

Mr Jock Killick, a board member and a primary adviser in Hampshire said it was clear that primary education needed major investment at all levels of staffing and facilities but it was "hamstrung" by society's lack of interest.

Written evidence from the Committee of Directors of Polytechnics said they were responsible for over half the places for primary teacher training. There was no sense in the Government policy which provided £500 less per student, in teaching costs alone, compared with the university sector.

"It is even less sensible that this 'unit of resource' should in real terms continue to decline," the CDP suggested.

It was crucial to the country's future that in the early years children should have a sound introduction to all subjects. "Engineers are not made at 16 or 18, nor are linguists... It is therefore imperative that we attract into primary education more teachers who are numerate, scientifically literate and have a practical bent, interested in doing and making as well as in theory."

The shortfall of recruits in "shortage subjects" was acute and had great significance for primary schools. Mr Gerry Fowler, rector of North East London Polytechnic, said there was a vicious circle which meant that poor primary teaching eventually produced inadequate numbers of good primary teachers.

It was difficult enough for polytechnics to recruit lecturers in computing and science at salaries of £17,000 — £18,000 so the plight of primary schools was many times worse. It was a political question as to whether or not teachers of certain subjects should be paid more highly than others and politicians would have to answer it. Personally he disagreed with the idea.

Dr Ray Rickett, director of Mid-dlesex Polytechnic, advocated a "foundation" year run by further education colleges and polytechnics for students aged 16 and upwards to get a good grounding in science and maths, or other shortage subjects before going onto a teaching degree.

He believed that talented fifth-formers were deciding not to take science A levels because they reckoned the teaching in their sixth forms would not be good enough. His idea would be included in the Middlesex Polytechnic response to the Government's Green Paper on higher education.

NEWS

Hart urges review of 'dreadful' plan for GCSE launch

by Susannah Kirkman

The National Association of Head Teachers has written to Sir Keith Joseph urging him to review the way the GCSE is to be introduced.

The letter begs the Education Secretary not to "perpetuate the new exam 'by the kind of dreadful introduction from which it will never recover'."

According to Mr David Hart, NAHT general secretary, the exam which will start in September should not even be called the GCSE, because it only represents "interim arrangements" until the real version can be implemented.

The success of the GCSE — the 16-plus — depends on adequate long-term resourcing, new teaching styles and attitudes, Mr Hart writes. In addition, it will be necessary to inform and counsel parents and pupils and to create effective timetabling, which have all been put at risk by the exam's over-hasty introduction.

There is also "considerable doubt" whether internal assessment, an essential part of the new grading system, will be able to happen as intended. The in-service training programme is under threat, too, and grade criteria, which should guarantee a more objective form of assessment, will not be ready until at least 1990, Mr Hart complains.

The Association is also concerned that the GCSE will be unfair to pupils as some have properly-prepared teachers, but others have teachers who have no attempt to prepare them, according to Mr Derek Best, NAHT president and head of Vyners School, Leekham.

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David Hartexam at risk

Pipes, chairman of the NAHT's education committee.

The NAHT presses Sir Keith to reveal the answers to a series of worries and doubts about the GCSE. It wants to know:

● What will happen to Modis 3 exams from 1987?

● When will parents, employers and those in higher education be properly informed about the exam?

● Why has Sir Keith not agreed to close schools during the summer term to enable staff to catch up on training for the GCSE?

Meanwhile, a Labour MP has written to Sir Keith to protest at the high cost of the new exam.

The average extra cost per school will be £20,000, according to Mr Peter Hardy (Westworth South Yorkshire). Yet neither the schools nor the l.e.a.s. know where the money is to be found. Few syllabuses are ready yet, Mr Hardy says, and he is to refer the matter to the Parliamentary Commissioner, since "the interests of at least one whole year group have already

L.e.a.s' cash plea as 2-year YTS begins

by Mark Jackson and Carolyn Dempster

Local authorities who cannot afford to subsidise loss-making places in the Youth Training Scheme will have to pull out, Mr Bryan Nicholson, chairman of the Manpower Services Commission, gave a final no to their pleas for financial help this week as the two-year version of the scheme was launched with a £4 million promotional fanfare.

In a TES interview on Tuesday, Mr Nicholson said that there was no money in the MSC budget to add to the grants already available to the local authorities and to other providers of premium places.

"I know that some authorities are saying they have difficulties, but I am confident that the great majority are willing and able to participate," Mr Nicholson said that the MSC was still determined to have a universal scheme with the planned balance of provision in which the local government had an important part. "But even if, and I don't see it happening, the authorities were to pull out, we would still find enough other providers to ensure a balance."

He confirmed that he meant the scheme would not, under any circumstances, be left to become one run entirely by employers. "There are other kinds of providers we could fall back on while still maintaining our quality targets," he said.

To back his claim, Mr Nicholson asserted that 10 "providers" had already come forward offering to take over the 1,500 places which Mid-Glamorgan has decided it will have to abandon unless it can get some more money from the MSC or the Government.

Guests at a launching ceremony at London's Barbican Centre on Monday for the new version of the YTS previewed a television commercial which will spearhead the scheme's £4 million publicity campaign.

Its main objective is to convince youngsters that, whatever their older brothers and sisters may say about YTS Mark 1, the refurbished scheme will provide real skills training and a "recognized certificate" for all.

Speaking for the employers, Sir Terence Beckett, director general of the Confederation of British Industry, said the launch of the two-year YTS was causing problems because of the

Protesters taken back

The 19 Bradford teachers who took part in a demonstration against Mr Ray Honeyford, the controversial former head of Drummond Middle School, have been reinstated as members of the National Union of Teachers.

All faced a union disciplinary hearing last week charged with breaching NUT rules for taking part in unofficial strike action.

The teachers, from Grange Upper Schools, went on strike on October 15 in order to join a demonstration organized by the Drummond Parents' Action Committee.

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PLATFORM

Teachers are facing the most radical reshaping of in-service in their professional lifetime, Ted Wragg says

Waiting for the whirlwind

There have been a few changes in recent years both in the nature of in-service provision and in the pattern of its funding, but they are as nothing compared with the whirlwind expected next year. From 1987 there will be dramatic and far-reaching reforms, and the full implications of these, for good or ill, have as yet barely touched the nation's consciousness.

The first casualty is the "pool". No longer will teachers seeking a year's secondment apply to their local authority who then in turn sting the Department of Education for 75 per cent of their salary through the pool system. After 1987, local authorities must bid for a global sum of money from the DES. Out of this they will pay for their in-service programme, be it calling 50 teachers together for a half day, or sending six away from a term or a year. Those who have seconded a large number of teachers in the past will suffer most under the new scheme. As long ago as 1977 a Parliamentary Select Committee recommended earmarked grants for in-service training. This was after Shirley Williams had tried to put £7,000,000 into in-service work through the Rate Support Grant. A survey by the NAS/UWT suggested that 30 per cent of it never reached its target, and there was an awful feeling that it was probably spent on traffic lights. Sir Keith Joseph has already driven a 125 train through the principle of local authority with his existing designated grants scheme in such fields as mathematics, science, special needs, pre-vocational education and school management, but a new Bill will have to be laid before Parliament in the autumn, to legitimize the proposed reforms.

The full details of what is going to be the most radical reshaping of in-service in most teachers' professional lifetime are not yet available, but as far as I can gather from reading the rumour, looking at such papers as already exist, and listening through keyholes, the likely sequence of events is as follows. A draft circular will be sent to schools near the end of the present school year telling local authorities how they should send in their bids, which will probably have to be submitted by October 1986.

This timing is bad news for the less

well organized and dozier local authorities because they will fail to get their act together. The smarter chief education officers will start their moves now, the first step being to persuade every school to devise its own in-service policy so that these can be co-ordinated into some over-arching I.E.A. proposal.

Once local authorities have sifted all their schools' plans they must assemble a comprehensive bid for funds in which the cost of each proposed initiative is clearly spelled out and given an order of priority. In deciding this they must give due regard to both the needs of the I.E.A. itself and to individual teachers' personal development. They will also have to show how their programme will be evaluated and the extent to which existing providers such as universities and colleges are built into it.

One interesting feature is that each I.E.A. will have to divide its bid into two parts, consisting of its own local priorities as determined by its consultations with schools, but also a quest for funds according to the national priorities of the time. At present these are the fields mentioned above, maths, science, management, special needs and so on, but each year a circular will be sent to local authorities spelling out the national priorities of the day. Once local authorities have been given a sum of money a one-way valve comes into operation. They will be allowed to transfer funds from local initiatives to national priorities, but not the other way round, which gives an opportunity for enemies of centralism to have another good rant. Some authorities hostile to the government may not even apply for funds, thereby sustaining a net loss of income.

Bids will be invited for a three-year rolling programme, but finance will be announced by the DES one year at a time starting with the period April 1987 to March 1988. Scrutiny of I.E.A. plans will be undertaken by Divisional HMI, by a central team of HM Inspectors and DES officials, and the Manpower Services Commission will also be involved. The actual annual grant will be for about 70 per cent of the total cost, but since a similar sum of money will have been deducted from the Rate Support Grant it does not seem as if there is much or indeed any



net gain to the education service, merely a transfer of control from local to national government. However, this should be clarified later this year when the amount of cash available is made known.

That is the detail in so far as it can be ascertained or has been decided. In many ways I welcome much of it, especially the involvement of schools in drawing up I.E.A. plans, provided heads are not simply told what they must reply by the over-use of guidelines. Whether there will be countless proposals for reading workshops from primary schools, the most popular item in past surveys, remains to be seen.

There is, however, some considerable anxiety in universities about what might happen after 1987. This is not out of self-interest it should be said. The notion that universities make money out of in-service is untrue. In my own university at Exeter we have the equivalent of 10 people engaged in short courses and another 10 in longer courses such as BPhil, MEd and PhD work. The university's costs in salaries, overheads, materials and equipment for this work come to over £400,000. Income from fees amounts to less than £100,000. At the end of the day we

actually invest well over a quarter of a million pounds of university money in local and national in-service work.

Our real concern is about the overall provision for the teaching profession. It will be tempting for local authorities to spend most of their money on short courses and release very few teachers for any longer period of time. Yet teachers, over a 40-year career, ought to be entitled to expect a one-year secondment for some major redirection at a key point in their career, and at least one term's leave at another suitable moment. This should be in addition to several shorter courses of anything from a day to a week or more over their full 40 years. Teachers have been asked to underwrite too many novelties, like new examinations, school reorganization, mainstreaming of handicapped children, mixed ability or mixed age grouping, with no time to reflect, prepare, or visit other schools.

The fear that I.E.A.s may take a short-sighted and instrumental view has been reinforced by one or two local authority Rambo characters announcing at conferences during 1985 that they are now the masters, seemingly forgetting that the DES will scrutinize their bids very carefully. One I.E.A. has even invited "tenders" for "delivery"

of in-service. It begins to sound like the popular television show *Numba da Tune* - "I'll train that teacher in five days" - "I'll train that teacher in five days". The language is that of cattle markets and conveyor belts rather than the nurturing of human skill.

Nevertheless, there are many hopeful signs. Schools, I.E.A.s, universities and colleges will have to engage in dialogue, as there will be a regional planning structure. At Exeter we are already redesigning our whole in-service provision, trying to incorporate the best of what we currently do in fields such as special educational needs, curriculum development and evaluation, school management and other courses which already have a strong focus on schools and influence the educational process when teachers re-enter schools. I hope under the new scheme local authorities will rather lose sight of the need for some longer secondments for key people, may neglect the needs of individual teachers and those of the system.

Professor Ted Wragg is director of the School of Education, Exeter University.

Teachers' leaders met employers' representatives for 12 hours at Acas last Friday to hammer out a provisional settlement to the 1985 pay claim. An account of the negotiations is given in these extracts from a briefing document for AMMA members

How an acceptable offer was found

With the Teachers' Panel agreement, Sir Pat Lowry engaged in brief, private discussions with the chairman of the panel (Mr Geoffrey Beynon, AMMA), the honorary secretary (Mr David Hart, NAHT) and the joint panel spokesman (Mr Fred Smithies, NAS/UWT).

They subsequently reported that they had been asked by Sir Pat what the teachers' reaction would be to an offer of 7 per cent from April 1, 1985 (with no endloading) and a payment of 3 per cent from April 1, 1986 on account, pending a 1986 settlement. The panel rejected the suggestion. The improvement of 0.1 per cent to the earlier full-cost offer of 6.9 per cent for 1985 would not produce a real improvement for teachers. The 7.5 per cent endloading the employers had suggested in connection with that 6.9 per cent offer merely matched the increase in the index of average earnings (non-manual). It was that figure which had to be improved.

Sir Pat undertook to convey that response to the employers. On his

Having spoken to the employers, Sir Pat informed the Teachers' Panel that he had been authorized to make another offer. It comprised:

- an increase of 5.5 per cent or £480, whichever was the greater, from April 1, 1985 and
 - a further increase of 2.26 per cent (on the pre-April 1, 1985 rates) from October 1, 1985.
- Questioning of the employers established that the endloading factor was 8 per cent. They reached that percentage by quantifying the 5.5 per cent or £480 element as equivalent to a 5.74 per cent increase in the teachers' pay bill. Not all teachers would receive an 8 per cent increase by April 1, 1986. The Teachers' Panel discussed this offer in detail, but resolved to reject it. They needed to achieve an increase over the 6.9-7.5 per cent endloaded offer which could be expressed in clear percentage terms.

Sir Pat undertook to convey that response to the employers. On his

return he announced that the Management Panel was not prepared to move from its desire to make a combined flat rate/percentage offer, but was willing to improve the endloading. They now offered:

- an increase of 5.5 per cent or £480, whichever was the greater, from April 1, 1985 and
 - a further increase of 2.76 per cent (on the pre-April 1, 1985 rates) from November 1, 1985.
- They calculated the endloaded element to have been raised to 8.5 per cent. Sir Pat suggested that the offer might be better expressed as follows:
- from April 1, 1985: 5.74 per cent on the pay bill, giving individual increases of £480 or 5.5 per cent, whichever was the greater; and
 - from November 1, 1985: 2.76 per cent on the pay bill (calculated on the pre-April 1985 base), giving individual teachers increases of 2.76 per cent.
- On behalf of the panel, Mr Smithies

(NAS/UWT) pointed to the fact that very few teachers were on the lower rungs of Scale 1. Scale 1 teachers could be better helped by merging Scales 1 and 2, a possibility that the employers had at an earlier stage suggested. The teachers' unions would have difficulty in explaining to the vast majority of their members why they had succeeded in obtaining any significant improvement if the endloading of 7.5 per cent were improved by only 0.76 per cent.

Following lengthy private discussions between the employers' and employees' groups and Acas, and further prolonged deliberations by the Management Panel (from which it emerged that they could not consider merging Scales 1 and 2 within the context of the teachers' pressure for a straight percentage increase), Sir Pat Lowry conveyed the employers' final offer.

- from April 1, 1985: an increase for all teachers of 6.9 per cent and
- from March 31, 1986: an increase of

1.6 per cent (based upon pre-April 1, 1985 salary scales). The teachers' organizations participating in the conciliation process, representing a majority of votes on the Burnham Committee, unanimously accepted it as an offer they could recommend.

Notwithstanding pressing invitations from the Teachers' Panel and from Acas to participate in the discussions at various points during the day, the NUT was not represented at any stage. During the course of the day Sir Pat Lowry sent a letter by messenger to Mr Fred Jarvis, general secretary of the NUT, to express Acas's regret and to ensure that there was no public misunderstanding of what had occurred. A copy was sent to the general secretary of the TUC.

Mr Jarvis came to Acas headquarters after the formal proceedings had been concluded to receive a copy of the agreement and a personal briefing from Sir Pat.

NUT retains power - but will not torpedo deal

by Mike Durham

The National Union of Teachers, which opposes the agreement, has been deeply embarrassed by claims that it still has the power to block its ratification at CLEA/si - the body which negotiates conditions of service.

According to some sources, the NUT retains the power, but is unlikely to use it. Instead it will submit to a tactical defeat or withdrawal to let the deal go through.

The dispute arises over the membership of the committee which will have to approve the proposed settlement in a few weeks' time.

Some sources contend that the NUT is still in an overall majority on the teachers' side of the committee, even though it has lost its majority on the employers' side of the Burnham pay negotiating committee.

However, the actual composition of the teachers' side has never been written down and appears to have been

lost somewhere along the line. It was further confused by the mergers between teaching unions which took place in the late 1970s.

One management source said: "I am quite unable to believe what I am being told on all sides, that the unions themselves do not know who has a majority on the panel."

But, management sources contend, the NUT is not anxious to torpedo the deal and is likely to abstain from a vote "in order to ensure it is not accidentally junked."

The position could be doubly embarrassing for the NUT because it has campaigned for the past 10 months for a meeting of CLEA/si. The employers have refused to hold one during the pay dispute.

A spokesman for the NUT described the claims as "a lot of nonsense."

The new pay scales

Under the deal, a teacher at the start of Scale 1 - now earning £5,442 - would find his or her salary rising to £5,817 from April 1, 1985 and going up to £5,904 on March 31 this year.

Heads of the country's largest comprehensive schools would find their pay going up from its present £22,941 to £24,525 from April 1, 1985, and £24,891 from March 31 this year.

The pay of the average classroom teacher - who at present earns £9,208 a year (about the wage of a teacher on the top of Scale 2) - will go up to £9,853 a year from April 1, 1985, and £10,012 a year from March 31 this year.

If the NAS/UWT ballot vote results in an agreement being signed, the deal will be ratified in mid to late February and is unlikely to find its way into teachers' wage packets until April.

Full pay scales in next week's TES.

Memorandum of agreement

Primary and secondary education in England and Wales

I Introduction

We the parties to this agreement:

- Recognise that there are serious problems relating to teachers' pay, structure and conditions of service; that they have been developing over a period of time and cannot therefore be solved overnight or even in a single year; but that these problems must now be tackled with vigour.
- Believe that if educational standards are to be maintained, let alone improved, real increases in the resources devoted to primary and secondary education in England and Wales are necessary.
- Accept that a start should be made on the basis of (a) settling the 1985 salary claim and (b) agreeing the procedures for negotiating the remaining issues, including the 1986 salary claim.
- Commit ourselves to negotiate constructively and expeditiously on:

- (i) Salary levels and a salary structure which will:
- Attract sufficient teachers of the right quality to the full range of posts within the teaching profession including those carrying leadership and management responsibilities;
- Retain teachers and motivate them to give of their best at all stages of their careers;
- Recognise the central importance of the teacher in the classroom; and
- Relate to the responsibilities undertaken at the various levels of teaching and take account of salaries elsewhere.

- (ii) Arrangements for appraisal and training which will:
- Ensure that teachers at all levels remain properly equipped for their tasks;
- Assist towards teachers' career development; and
- Fair selection for posts carrying leadership responsibilities.

tual duties and responsibilities (including defined limitations) of teachers and their employers.

II The 1985 salary settlement

In settlement of the 1985 salary claim the following increases shall apply to all teachers covered by the Burnham Primary and Secondary Committee:

- With effect from April 1 1985 - 6.9 per cent on all scales and allowances except London Weighting and Social Priority Allowance;
- With effect from March 31 1986 - an additional 1.6 per cent on all scales and allowances except London Weighting and Social Priority Allowance, calculated on the March 31 1985 base.

III Future procedure

An independent and impartial panel shall be appointed by Acas with the following terms of reference:

- To guide, advise and assist as a matter of urgency; the management and teachers to provisional agreements on the pay, structure and career progression of the teaching profession and any other related matters; eg conditions of service and procedures for negotiation, which either party may wish to bring forward for discussion and negotiation.
- This panel shall control the programme and procedure of negotiations with a view to an early resolution of differences on all negotiable matters.
- The independent panel shall consist of a chairman and two other members all of whom shall be appointed by the chairman of Acas.
- The chairman of the independent panel, in consultation with the management, shall determine all matters of procedure. He will also ensure that

over a particular issue, a report is made to the parties and to Acas on the matter; he will also report to Acas on matters which are deemed likely to lead to a dispute so that Acas may arrange for conciliation and, if appropriate and jointly agreed, a reference to arbitration on approved terms of reference.

■ The secretariat to the independent panel will be provided by Acas.

■ The proceedings of this panel with the participating parties and any reports arising therefrom shall be private to them;

■ After a period of six months following the date of this agreement the independent panel shall review its work with a view to concluding whether it can continue to contribute usefully to a solution of the profession's problems. The panel shall eventually make final report to both sides and to Acas on any key issues that have not been resolved. It shall at the same time formally recommend how in its view the problems should be resolved; and

■ The Department of Education and Science will continue to play its part in all the discussions that take place under the auspices of the panel.

IV Cessation of all industrial action

The teachers' organizations undertake to take immediate steps with a view to the cessation of all industrial action and a return to full normal duties.

V Ratification and Adoption of Agreement

The parties to this agreement now intend to have it ratified by their own constituents, as appropriate, and then to adopt it in the Burnham Primary and Secondary and CLEA/si commit-



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ILEA consults on special needs

The Inner London Education Authority is launching public consultations about meeting children's and young people's special educational needs within mainstream schools and colleges, as recommended in the Fish Report, *Educational Opportunities for All*.

The ILEA's consultation document outlines the main recommendations of the report, which was produced by an independent committee chaired by Mr John Fish, former HMI Staff Inspector for Special Education, and published last July.

The document also describes how the ILEA's proposals could be implemented. For an "average" division, it shows the numbers of special schools which would become "support" schools, linked to primary and secondary schools, and how many teachers would be in the co-ordinated support teams for each special need.

Views on the principle of integration and on the suggested framework for change are invited by the end of the summer term.

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BEd students need more time spent on main subject, says HMI

by Bert Lodge

Teacher training students at the biggest institution of higher education in the public sector are in general able and conscientiously taught by a staff which includes highly professional practitioners, say HMI Inspectors.

But after visiting Manchester Polytechnic between May, 1982, and December, 1984, the inspectors question whether students on the BEd course give enough attention to their main subject when it is studied alongside its practical applications. "Only approximately one-quarter of the course is given to study of primary students' special subject and this allocation of time will need to be renewed," says their report.

On the other hand, the adequate curriculum cover of the postgraduate primary course is commended for its close integration of teaching studies with curriculum areas. And in the

second subject courses are demanding and successfully relate methodology and theory. "Both PGCE routes provide tight, coherent and appropriate phase training strongly related to school experience."

The institution is specially commended for its selection procedures. Although the DES commends that practising teachers should participate in the procedure it is fairly recent, it has been the practice for many years and mainly involving heads.

"The original nucleus of interested teachers, well known to staff through, for example, in-service or school experience, has been extended and an experienced pool of interviewers is now available. HMI were present at some joint interviews. The high degree of mutual understanding and collaboration was impressive."

The report is also enthusiastic about the very thoroughness of source

evaluation. "Many issues raised during the inspection are already under review... The professionalism of staff is revealed through thoughtful continuing debate which seeks to improve the education and training of students."

Relationships with schools are described as "very good". Practising teachers serve on committees and contribute to a wide range of courses and activities and considerable effort is made to ensure that schools know what part is expected of them in the training of students. However, "evidence suggests that communication could still be improved, particularly in the selection of teachers and in the forms of school experience."

Report by HMI Inspectors on Manchester Polytechnic School of Education. Available free from the DES, Publications Despatch Centre, Honeywell Lane, Sturminster, Dorset, BA7 1AA.

Jailed teacher awaits job verdict

by Geraldine Hackett

Animal rights campaigner Ms Shirley Clark is waiting to hear from Sir Keith Joseph whether she can return to teaching following a jail sentence for her part in a failed arson attack on a university laboratory.

Her former employer, Sheffield education authority, wants to re-employ her, though the decision is opposed by Conservative councillors. Ms Clark was a modern languages teacher and joint head of social and personal studies at Walthamstow comprehensive school before being convicted last July of conspiracy to burn down part of Leeds University medical school, a charge which she denied.

Two other men and a woman pleaded guilty. She was sentenced to 12 months' imprisonment, six of them suspended.

West Yorkshire police have sent the Education Secretary a file on the case and Sir Keith has the power under regulations governing the misconduct of teachers to rule on whether she can return to the classroom. A decision is expected by the end of February. Sheffield's education committee is in favour of Ms Clark being allowed to teach.

Ms Joan Barton, who chairs the education committee, said: "There is guilt and guilt. She is not a pyromaniac and we believe we should not be given a life sentence for one mistake."

But that view is not held by a Conservative councillor Mrs Christine Smith, who said: "I think she should be fired. It does not give a good example to children."

The Conservative education spokeswoman, Mrs Pat Davey said: "Teachers know full well that if they are convicted of a serious offence, they are likely to lose their jobs."

Education officials in Sheffield have studied the case and are studying the options of available teaching jobs.

Ms Barton said Ms Clark had been

a good teacher, well liked and well respected.

"There is no room for any criticism of her professional conduct, therefore we wish to employ her. She has never brought any of her private views into the classroom."

During Ms Clark's trial the court was told that Ms Clark was an animal rights activist, but had been reluctant to become involved. When her car was stopped close to the medical centre firebombs were found inside. The group wrongly believed that animal experiments were being carried out there.

A practical scheme for Sheffield secondaries

Sheffield education authority is planning a major initiative designed to give more secondary pupils from academic based learning.

Up to 200 teachers will be involved in what the city's chief education officer Mr Bill Walton has called a "radical reappraisal" of education.

The scheme is due to start in September and will be financed at little extra cost through specific grants allocated by the Department of Education and Science.

The aim is to develop pupils' practical skills rather than rely on traditional classroom techniques, a philosophy based on successful courses developed by the Royal Society of Arts, City and Guilds and the Manpower Services Commission.

The City education department is negotiating with the Northern Education Association to set up a pilot scheme offering a variety of such courses under the new GCSE examination.

The initiative follows a letter from Mr Walton last month to all secondary head teachers in Sheffield, in which he urged a shift away from the "samplings" on the academic curriculum of the traditional grammar school.

"School life still too much about classrooms with one teacher trying to inform 25 pupils about an academic subject. Pupils still spend too much time sitting at their desks supposedly listening, reading and writing," said Mr Walton.

Biddy Passmore reports from last Sunday's National Council for Educational Standards conference

Sir Keith tells of industry 'magic'

Many more teachers are to be seconded to industry as part of the Government's drive to introduce economic awareness into schools, Sir Keith Joseph told the conference.

Where teachers had been seconded for at least one term, the transformation was "magic", the Education Secretary said - and they told others in the staffroom what they had found.

He described the promotion of industrial secondments as one certain outcome of current consultations on a Government document about economic awareness.

Britain's future prosperity depended on more than just getting more pupils - especially women - to study science and technology, Sir Keith said.

All members of society had to realize the link between the individual's capacity as a producer and as a consumer.

It was not the Government's intention to put a special subject on the timetable called "economic awareness", Sir Keith stressed. He added: "It's not economics but an understanding of imperatives - the link between supply and demand, the importance of the consumer - such as every peasant in every peasant economy understands automatically."

A mathematics teacher in the audience asked if he did not fear that teachers seconded to industry might be tempted to stay there.

Sir Keith conceded that there was a risk but said that, so far, teachers had tended to return to schools "with blazing eyes, full of enthusiasm".

Earlier, on the question of teacher shortages in maths and physics, the Education Secretary had appeared to



Sir Keith Joseph

pin his faith on the Government's conditional offer of an extra £1.25 billion for salary restructuring.

Part of this would enable education authorities to engage, promote and retain more teachers in shortage sub-

jects than they would otherwise be able to do because of competition from business, public services and the professions, he said.

He admitted that teachers' salaries would still be lower but added that teaching had its own satisfaction, despite the difficulties, and that, compared with business, there was far less risk of unemployment.

On teacher appraisal, Sir Keith said it was meant to be "broadly reciprocal" - to foster professional and career development closely linked with in-service training.

As for the "relatively small number of incompetents" (whom he distinguished from the "improvable"), he suggested that the outcome of appraisal would provide useful objective evidence for employers taking teachers before industrial tribunals.

A call to local authorities to allow women teachers who stop work to have children to start again at their former level of seniority was made by Baroness Platt, chairman of the Equal Opportunities Commission.

It was essential for women to get back onto the promotion ladder, she said, and then they could apply for the top jobs.

But she indicated that informed parental choice of school was more important than creating more single-sex schools. Some mixed schools were very good at encouraging girls into non-traditional areas.

The Government should impose a broader sixth-form curriculum and broader first degrees on universities, Mr David Emms, Master of Dulwich College, told the conference.

Objections to intervention must be overcome to educate the best talents for the country's needs, he said.

If AS levels did not broaden the sixth-form curriculum the Government should impose a system of five A levels or a copy of the French *baccalauréat*.

An imposed and centralized four-year degree would "at a stroke" resolve the problem of lengthening the degree course.

English at AS level should be compulsory for all pupils taking maths and science. A levels while maths at AS level should be compulsory for all arts specialists, the conference was told.

Dr Kenneth Miller, director general of the Engineering Council, said early specialization was one of the two main factors at the root of the country's damaging shortage of scientists and technologists.

The Festival Hall hears a different refrain

Time was when a conference of the National Council for Educational Standards meant a huddle of defiant souls in a hotel just north of Marble Arch, addressed by enthusiasts of the back-to-basics-and-grammar-schools movement.

Not any more. Last Sunday's conference was held in the Royal Festival Hall, attended by more than 130 people and paid for by - who else? - British Aerospace. And its theme, "Educating for Prosperity", produced few calls for a return to selection or a move to narrow vocationalism.

Indeed, if there was one point on which most speakers seemed to agree, it was the need for a broader education, at least up to 16, if not beyond.

The tone was set by a thoughtful

speech from the council's president, Professor Brian Cox, who warned that there was a danger of getting stuck in the old ideas and rhetoric. "We must move into the 1980s," he said, and stressed the need for consensus to overcome the "absolutely catastrophic" effects of the teachers' strike.

He said higher education cuts were reducing the quality of teaching and research - although he would be the first to recognize the need for reform - and called for four-year degrees for all.

He was followed by Dr Kenneth Miller, director general of the Engineering Council, who urged a compulsory broadening of the sixth-form curriculum through AS levels. But the stoutest plea for a more general educa-

tion and more state intervention came, rather unexpectedly, from the headmaster of one of the country's most academic independent schools. Mr David Emms, Master of Dulwich College, admitted that his line might seem a little odd but said the national interest demanded determined government action, not *laissez-faire*.

He was speaking after Sir Keith Joseph had once again expressed the limited powers of an Education Secretary and confessed that he felt "a bit shy" about getting involved in manpower planning to the extent of boosting science and technology in universities.

But that was the only point at which Sir Keith looked uneasy. Otherwise, he

was on fine form, perched on the edge of the desk expounding from notes on the back of an envelope on his favourite theme - the reasons for Britain's industrial decline and his dream of breeding a nation of entrepreneurs.

You would never have known that the Government was plunged in crisis and that the nation's schools had just come through a year of chaos, during which he is said to have been getting only two hours' sleep a night. His vision is still intact: when he spoke of teachers returning from industrial secondments blazing with enthusiasm, his own eyes blazed too. As Brian Cox remarked, after four years in the job, it was an astonishing performance.

Sir Keith backs unions

Lincolnshire County Council bowed to pressure from Sir Keith Joseph and agreed to have un-nominated teachers as co-opted members of its education committee.

The teacher unions have been asked by the county council to nominate for the seven places, currently being taken by seven headmasters.

The council has been ordered to revert to the committee constitution approved by the Secretary of State in 1973. Eighteen months ago the council decided to change the system and replace the teacher representatives by headteachers.

After union complaints, Sir Keith told the authority it was in breach of the 1944 Education Act and it could not change the composition of the education committee without having consulted interested groups.

Boost for youth service

The National Advisory Council for the youth service met for the first time last week. Its establishment is one of the few recommendations of the Thompson report on youth provision so far implemented by the Government.

Mr Bob Dunn, the education junior minister responsible for the youth service, said that he hoped the council would encourage youth service work with the young unemployed, help combat the drug problem and aid those in danger of getting into trouble with the law.

He hoped the new council's work would lead to a sharper sense of identity in the youth service and wider recognition of its effectiveness and capacity.

Mr Dunn warned the council's 22 members that although they would be free to express personal views they would need to bear in mind that collectively they represented the service as a whole rather than any particular elements within it.

Professor Walter James, council chairman, said that he had enjoyed a lifelong love affair with the youth



Film mirrors life: Rita (Julia Walters) finds self-expression through a mature student degree course in *Educating Rita*, a fiction reflected in the facts of a recent study.

Degree of confidence for mature students

by Susan Ellicott

Mature students who gain university degrees after selection through a special entry scheme, blossom in self-confidence and open-mindedness, according to a recent study.

One policeman who took a degree course realised that there are "other issues behind social unrest and crime than just wanting to go out and thieve."

"Before my degree I had always looked upon people with orange hair and men with earrings as though there was something wrong with them, but one finds out that they are quite down-to-earth people," he said.

The study, *The progress of mature students*, just published by the Joint Matriculation Board, reports on students from Manchester, Liverpool, Leeds, Sheffield and Birmingham universities, who entered under the Mature Entry Scheme.

The authors, Professor Alan Smithers and Mrs Alice Griffin of the University of Manchester's Department of Education, said that such students, who are selected on individual merit, are less likely to drop out or do badly than those who came

"They tend to do particularly well in subjects where experience of life could be expected to be useful - arts, social sciences, education and law."

Forty six percent of mature graduates thought that going to university was "the best thing I have done."

Many had left school with minimal qualifications at the age of 16, and started apprenticeships in industry, such as printing or metalwork, or had worked in low-paid clerical posts.

Others have become so involved in academic study that they have gone on to follow a master's degree, as did Mr Graham Bloomfield, who graduated from Rircroft College, Birmingham, with a first class honours degree, having left school at 15 and "drifted through a variety of dead-end jobs and spells of unemployment."

The report also said the employment prospects of mature students are likely to be better than average. "Universities should have no misgivings about admitting carefully selected adults," it advises.

But for some students, new-found ambitions and confidence led to domestic problems. One female graduate said her husband divorced

ZZZ

zz esp. prolonged interj. - used as a visual representation of sleep or snoring esp. in cartoons (limit. of snoring).

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NEWS

New micro unit ready to take over from MEP

by Virginia Makins

Mr Mike Nichol, the Wirral's director of education, is to be chairman of the Government's new Microelectronics Support Unit (MSU).

Other members of the MSU board will be named next week. The board should hold its first meeting in February, seven months after the unit was first announced.

The MSU budget has now been increased to £3 million from the £2.2 million announced last July. Its chief responsibilities will be to provide an information service for local authorities, organize training for advisers and other teacher trainers, and sponsor some development of new materials.

One of its first decisions will be how much of the work of the Microelectronics Education Programme should survive. MEP ends in March and last year had a grant of £4.5 million.

The DES has already decided that MEP's work in special education will continue for three years. It has also, as an interim measure, extended the contracts of some key MEP personnel and units for six months or a year.

MEP's national co-ordinators, and MEP units such as, the Reading Centre for music, the Salford unit for electronics and the software units at Chelsea College and Cambridge, have been given an extension to bridge the gap between MEP and the MSU.

The Manpower Services Commission has stepped in to keep the work in control technology at Sunderland

going for another year. A skeleton primary unit at Winchester is being maintained, although key staff have already left. The Department of Trade and Industry is also supporting some educational developments in the new technology field.

It has committed £800,000 over three years for a pilot study on setting up an education database, and £2 million in each of the next two financial years, to subsidize purchase of educational software on a pound-for-pound basis.

The DES sees the MSU—destined to last at least five years—as an agent for consolidation, evaluation and dissemination after the MEP years of experimentation.

It claims that the MSU budget will still include money for curriculum development, and work to convert the leading edge of developments in information technology to the purposes of schools and colleges.

It even claims that, with the DTI initiatives and £900,000 earmarked for in-service training, more government money than ever before will be spent on the development of microelectronics in education.

But others dispute that claim, when so much of the government money is going on specific projects, such as subsidizing the purchase of existing software, rather than on continuing free development.

Taking technology to the classroom

Mike Nichol (right) who has been the Wirral's director of education for five years, is a model of the modern managerial CEO.

In his commitment to putting the Wirral on the map and distancing it from the urban dislocation of Liverpool, one of his main tactics has been to introduce new information technology into education at all levels.

Projects range from a fast-selling Wirral pack to introduce primary children to microelectronics, to a technology centre for students over 16 to learn about biotechnology, microelectronics, control technology and robotics, computer-assisted design, information handling, and computing.

He has also encouraged the introduction of modern business studies, using information technology.

Money for the new technology developments has come from not only such external agencies as the Manpower Services Commission and the European Commission, but also from the Wirral's Conservative councillors.

Two years ago they decided to spend £200,000 a year on a programme to equip every secondary school with a good electronics and microtechnology laboratory, and every school will have a computer network that extends into



specialist departments.

Mr Nichol has appointed specialist advisers and advisory teachers for new technology areas, and made sure that advisers in contingent fields—such as science, craft, design and technology, and computing, work closely together on new technology. He is said to be "a very good enabler".

He also leads the high-profile, high-tech work, he has promoted other developments—not least a health education programme designed, in part, to tackle the area's big drug problem.

Mr Nichol is a member of several national bodies, including the executive committee of the Society of Education Officers, the board of management of British Schools Technology, and the new National Advisory Council for the Youth Service.

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Mike Durham at the SEO annual meeting in London

Resist politicians, chief officers told

Chief education officers should resist growing interference by local authority politicians in the running of education, Mr Chris Patten, education junior minister, said last week.

He told the Society of Education Officers, which represents most CEOs and their senior staff: "Elected members of L.A.s are increasingly asserting what they regard as their rights."

But CEOs could do more to strengthen their position as professional staff, by tapping the resources of local advisers, HM Inspectorate and the Assessment of Performance Unit (APU).

Mr Patten, who was a guest at the SEO annual meeting, said it was inevitable that politics would be hand in glove with education because it was public funded and controlled. But it should not be too partisan.

"Politicians are well advised to show proper humility when considering their role. They must recognize that they cannot by themselves secure good educational outcomes, though they can very easily secure bad ones."

A good outcome calls for professional practitioners of the right quality. It calls for professional management of the work of these practitioners. Moreover, although the politicians should have the last word on policy, their decisions need to be well-informed," Mr Patten said.

A CEO had to be a brother to dragons and a companion to owls—a quotation from the Old Testament Book of Job.

They had to cope with politicians who feared that CEOs would pre-empt policy decisions, tell them what to do, or push them off from their policy objectives.

L.A.s and the Government were now far more concerned with the curriculum and the quality of education than they had been in the past, and

CEOs had a key role to play in this development.

School reorganizations were one way in which CEOs had to try to make their views and advice known to politicians, although it might often be unwelcome to elected members facing public objections.

Mr Patten asked: "Are the politicians threatening to make the CEOs' task too difficult, or even irresponsible? Are CEOs making the fullest use of the instruments available for discharging their task?"

In general, he said, elected members were asserting what they saw as their rights and claiming—or even assuming—more control over the work of CEO and education officers.

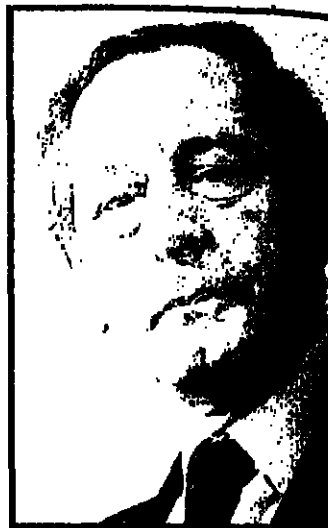
Elected members had rights, but they had to be exercised prudently and in good faith. Politicians who refused to consider CEOs' advice were not acting in good faith, and attempts to take over the service were courting inefficiency and mismanagement.

CEOs could do more to help themselves, Mr Patten said. They should tap the resources and knowledge of local advisory services, as well as of HMI itself, in making their advice.

They could also use APU reports which Mr Patten described as "a professional gold mine," with a mass of detailed insights into how children think and learn. CEOs needed to spend more time on it.

Mr Patten denied reports that up to 15 per cent of education funding would soon be channelled through specific grants from central government.

He claimed the only specific grant planned was for in-service training, and it had still not been decided how much money would be controlled in this way.



'Chronicle of frustration'

Mr Jackson Hall (above), outgoing president of the society, said the year of the teachers' pay dispute had been a chronicle of frustration and despair.

But he laid much of the blame at the door of the pay negotiating machinery. "The Burnham structure has lagged behind the needs of the profession for 40 years," he said.

The prospects of a fair and lasting settlement depended on a new negotiating pay which was outmoded and anachronistic.

Mr Hall, who is chief education officer of Sunderland, said he did not believe the restoration of teachers' pay to Houghton levels was realistic. He said the status quo could not continue.

A "win or lose" conflict was a prudent choice for either side in the dispute and the only sensible alternative was negotiation. The price of failure would be high.

Other priorities for the education service to pursue were a way of funding the extra resources for new curriculum initiatives, and to maintain existing schools and college buildings, Mr Hall said.

Survey shows mistrust of teachers

Mid-Glamorgan girls, aged 14 to 18, rate teachers as the least trustworthy authority figures, according to a survey of young people's attitudes towards authority undertaken by youth workers in the county.

Teachers topped the girls' mistrust, with 40 per cent of the votes but boys felt that the Government should top the poll, closely followed by the police and teachers.

The survey's compilers were not unduly surprised by this outcome as "teachers' roles are regarded as the authoritative enforcers of discipline", and "school rules are seen as being for the good of the institution rather than acting in the interests of young people."

However, although none of the pupils aged 14 to 16 considered teachers to be the most trustworthy group, 10 per cent of the older girls did. And a further 6 per cent placed head teachers in this elevated position.

Authority figures—police, teachers, employers and government—were perceived as not liking young people

and, as a result, 70 per cent of those aged 16-plus either hated, disliked or resented authority. Respect for it was only voiced by a minority of girls under 16.

Authority—defined in terms of coercion, superiority and leadership—was regarded as a quality that very few people possessed. Only boys aged over 16 felt that they had any clout.

Although two-thirds of the older age group felt that they would like a job with authority, there was a general fear that they would become extremely unpopular—"no one would like me" as they put it—if they accepted such an appointment.

Authority was regarded as necessary purely to control or keep order, with vandalism viewed as an expression of young people's reaction against it. Over 30 per cent of boys questioned and between 11 and 20 per cent of the girls had tangibly rebelled either "for pleasure and fun" or because of boredom and parental nagging. Although most

had not been caught, those who had been punished, ranging from suspension for 20 per cent of the boys and 10 to home or school detention for the younger girls.

The survey's researchers were surprised at the youngsters' obvious desire to forge a better relationship with the police. As well as wishing to go to visit youth centres for an exchange of views and to fight in sporting events, the young felt that the closer relationship would end the embarrassment felt by many when being seen talking to police.

They sought improvements in police training so that public relations, community involvement, take prevention, and they also wished to see the value of honesty, courtesy and ending replacing arrogance and prejudice. Very little was known about police procedures and the youth workers felt that schools and youth club curricula should be amended to include sessions on civil liberties for all pupils.

CBI warns of 'brain drain'

The Government should restore morale in higher education by guaranteeing level funding until 1995, in return for a commitment by universities and polytechnics to follow a rigorous programme of internal reform, the Confederation of British Industry said on Monday.

Continuing the present financial squeeze would increase the "brain drain" of lecturers from Britain's universities, the CBI warned in its response to the Government's Green Paper on Higher Education.

The confederation says it sees no alternative to differential pay levels to attract and retain key teaching and research staff in priority disciplines.

Introducing the response, Sir James Clesington, president of the CBI, said, firmly that industry could not pick up the bill left by the cuts. "That is the

Government's responsibility," he said. The CBI also casts doubt on Government projections of falling demand for places over the next decade. Industry will need as many well-trained and educated young people in the future as it does today, it points out.

The CBI hopes that some of the drop in the number of 18-year-olds will be offset by increasing numbers of mature students.

A "brain drain" of teachers from Britain's schools has been highlighted by the NAS/UWT, the second largest teaching union.

In its 1985 membership report, the association points out that the number of members leaving to teach abroad increased by 12 per cent last year, while the number of those leaving for industry rose by nearly one fifth (18 per cent).

Province post

Dr Brian Mawhinney, newly appointed Parliamentary Secretary of State at the Northern Ireland Office, has been put in charge of the province's education. He succeeds Mr. Nicholas Scott, who has concentrated on security and political issues.

Education at the Royal Belfast Academical Institution and at Queen's University, Belfast, Dr Mawhinney, 44, who is joint author of *Confessions of a Christian in Northern Ireland*, is the first Ulsterman to take up the post. He has been in the province since September, having previously served as deputy secretary at the Department of Education from 1982-85.

MP for Peterborough, he was named professor of education research at the University of Iowa from 1980-85.

NEWS

Despite an agreement between teachers and employers last Friday, industrial action by the two biggest teacher unions will continue for the time being. As the dispute will become a year old on February 6, Richard Garner traces its history—while on the following pages, *The TES* shows how schools have coped.

At the root of discord



A lighter moment in the dispute—an NUT conference delegate dresses up after employers' leader Philip Merridale described teachers voting for increased action as "orang-utans". Needless to say, his local authority immediately faced guerrilla action!

The teachers' pay dispute began officially on February 6 last year when the National Union of Teachers called on all its 216,000 members in England and Wales to withdraw goodwill from that date.

The action was sparked off by the local authorities' offer of a 4 per cent pay increase plus arbitration in response to the then NUT-dominated teachers' panel claim for at least £1,200 for every teacher (which would cost around 12½ per cent on the salaries bill).

However, though February 6 was the first day of disruption, the seeds of discord had been sown months beforehand.

An early warning of industrial action came at a special salaries conference held by the NUT the previous September—held just three weeks after a much-criticized arbitration award had given teachers a 5.1 per cent increase from their 1984 pay negotiations.

Teachers claimed that the arbitrators' panel had been "rigged" by the Government—and were disappointed that nearly three months of industrial action during that summer had secured only 0.6 per cent more than the L.A.s' previous offer.

The heat generated by NUT members' disappointment led to the special conference closing the door on arbitration over the following year's pay claim—months before negotiations were due to start.

November: NUT boycotts structure talks

A serious dispute became inevitable when the NUT walked out of talks on restructuring teachers' pay immediately after the local authorities—starved of cash because of the Government's rate-capping legislation—had tabled their proposals for a new salary structure and teachers' contract.

On offer at that stage was a structure which would have initially added 1 per cent to the local authorities' salaries bill—and which would as time went on have cost more.

However, it depended on Government cash being made available to meet the bill—and there were early signs that Sir Keith Joseph felt the overall cost of the package was too high.

The NUT ban on goodwill was announced on January 31—a year ago today—and was yet another sign that it was isolated from all the other teachers' unions who would have been prepared to discuss the structure package. A further meeting of the Burnham committee, which negotiates teachers' pay, had been pencilled in for February 11 and the National Association of Schoolmasters/Union of Women Teachers felt it premature to take action before then.

That meeting failed to break the impasse between the two sides, even though the independent chairman, Sir John Worrie, said he was prepared to chair a meeting to try to resolve the question of how progress could be made on both the pay claim and the new contract.

At the root of the problem was the NUT's insistence that such talks would have to take place in two separate negotiating bodies—since Burnham was set up by Act of Parliament only to discuss pay.

After the meeting, the NUT announced the first wave of strike action—with three-day strikes commencing in selected schools on February 26. The NAS/UWT joined the industrial fray as well with an instruction to all its members to stage a half-day strike on the same day.

Then, just before the strike action was due to start, teachers' resolve was hardened when Sir Keith Joseph made it known that he could see "no prospect whatsoever" of the extra 7 per cent needed to finance the restructuring, agreed in the Burnham award.

L.A.s being made available on top of the 1984 annual settlement.

In addition, both the NUT and the NAS/UWT ran into legal trouble as Conservative-controlled Solihull council questioned whether the NUT had the right to call for a half-day strike under the Government's industrial legislation.

The High Court ruled in Solihull's favour—thus helping to pave the way for teachers to become the most

lited profession Britain has ever known, with a tally of 11 strike ballots so far by the NUT and a historic first time ever decided by the NAS/UWT to hold a ballot on its action in Solihull and promise a further ballot on any settlement.

Immediately the strikes got under way, local authorities faced action on a new front as NATFHE, the college lecturers' union, announced it was preparing for industrial action over pay as its salary negotiations had become similarly bogged down.

With Easter approaching—and the trade union annual conference season—both sides appeared to adopt entrenched positions to await their outcome and a possible change in the leadership of the management panel (then Conservative-controlled) in the wake of the ensuing county council elections.

There was an attempt by Labour members of the management panel and the NUT leadership ("a secret breakfast-time meeting," *TES* March 29, 1985) to break the deadlock. Both saw the withdrawal of arbitration and renewed talks as a way forward—but no agreement was reached at it.

Easter: Unions step up action

The heavy atmosphere of Scarborough (NUT) and Torquay (NAS/UWT) made it certain that disruption was set to continue into the summer term.

However, both drew back from the brink of disrupting examinations—and a new strategy was adopted by the NUT, which had worked well in previous disputes. L.A.s that supported the teachers' claim for a bigger rise would be exempted from strike action for the time being. It bodied ill for the Conservative-controlled L.A.s and schools in the constituencies of prominent Cabinet Ministers.

As evidence grew of the local authorities' financial plight (the pay data working party report—produced annually by teachers and employers—acknowledged that teachers needed a 34 per cent rise to restore their pay to 1974 levels but warned that many L.A.s faced severe financial penalties if the teachers were given a 3 per cent increase—it alone the 4 per cent on offer), it became clear new negotiations were unlikely to start until the county council election results were known.

These, held in early May, produced a new wave of "hung" councils with no overall control throughout the country—which ultimately led to Mr Philip Merridale, the Hampshire Conservative who had led the negotiations thus far, being replaced as local authority leader by Mrs Nicky Harrison, the Labour member from Haringey.

Fresh talks were held before this—just before the next round of union conferences got under way with the National Association of Head Teachers meeting in Scarborough over the Spring Bank Holiday. They, too, failed to break the impasse, as the authorities felt unable to offer more than 5 per cent.

The frustration over the teachers' dispute dominated the NAHT with its president, Mr Derek Best, calling for a no-strike deal to settle wages claims and its general secretary, Mr David Hart, echoing a call made previously only by Mr Peter Dawson, general secretary of the Professional Association of Teachers, for pendulum arbitration (thereby an arbitrator has

The year of the pay dispute

to award either the employers' offer or the union's claim—but nothing in between).

The next move came when Sir Keith announced he was reviewing the make-up of the teachers' panel in Burnham—an announcement which was widely expected to lead to the NUT losing its overall control over the union side of affairs.

The membership figures ultimately revealed that the NUT did represent just under half the combined numbers

of all the other teachers' unions and it was left with 13 of the 28 seats on the new committee as a result.

July: Labour take over employers' side

Before that, though, the new Labour-led management panel got to grips with its new responsibilities and—in a flurry of activity (which coincided with Mrs Harrison taking a holiday and the energetic member for Wakefield, Mr John Peerman, taking the helm)—the college lecturers' dispute was set

led to the satisfaction of NATFHE and the prospect of end-loading (weighting a wages award towards the end of the year to make the final increase more acceptable to the teachers) was broached.

Though this failed to bridge the gap, it brought the two sides nearer than they had been for several months and also led to the NUT reducing its sights for a 1985 settlement. It produced its four principles (to which it is still sticking): (1) a 6.9 per cent rise in the salaries bill (at least) to cover inflation, (2) a 7.5 per cent rise (at least) for every teacher to cover the average rise in earnings, (3) an element to restore teachers' pay and (4) a commitment to restoring pay in future years towards the levels set by the Houghton committee.

It was the fourth point—now jettisoned by the other unions—that proved the stumbling block. At the July Burnham meetings, the employers could go no further than offering 5.85 per cent, although Mr Peerman hinted there could be a slight increase.

August: Sir Keith announces restructuring package.

Instead of dying away during the month of August, the teachers' dispute continued with the Department of Education and Science taking centre stage. Sir Keith Joseph announced a restructuring package he would

try again in December to restart negotiations and were successful once NATFHE was absent and PAT had been mollified by a clause about restructuring.

However, the informal talks failed to succeed when the NAS/UWT held out for a much higher figure for an end-loaded settlement (9.9 per cent when some of its leaders had privately speculated about an 8 per cent deal). At least, though, the two sides were agreed that the deal would increase the salaries bill by 6.9 per cent—it was just the end-loading element that separated them.

This impasse finally persuaded the teachers' panel to accept an initiative from Acas, which had been on the table for several months, to use its "good offices" to settle the dispute.

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NEWS

Bert Lodge visits a Welsh mining community and finds that – despite having been through a year of strife because of the miners' strike – both pupils and teachers have been solidly behind the teachers' unions in their action.



Ebbw Vale comprehensive surrounded by empty pit yards



NUT reps Wynne Evans and John Jones-Evans noticed an increase in militancy

Still fighting the old English enemy

20 miles and 1,000ft of the once-industrial valley of the Ebbw, now with empty pit yards on one side and a flattened steel-works on the other, to ask the school at the top if the teachers after a year of dispute are showing any sign of faltering yet.

Faltering? Why, it's against "them" isn't it – the English ruling classes against whose bastion the scarlet-scarved army from the valleys was marching that very day for its two-year invasion of Ebbw Vale.

The same "them" who had first impoverished and then humiliated the miners. The last of the NUM men to go back were walking into the nearby Marine pit as the first teachers were walking out of their practice and rugby training at Ebbw Vale comprehensive.

Faltering? The result was to hand that day of the ballot among the 34 NUT members of the 60-strong staff on whether to hold a half-day strike to attend a rally. It was 33 for and one against. "And he only voted against to show his disgust at such a weak gesture," Wynne Evans, one of the two union reps, explained.

The other rep, John Jones-Evans, came in brown-smocked from the metal-work shop to comment: "As time goes on they are getting more militant. A few were reluctant about action last September but they have changed. It's the attitude of the Government (them again) which has precipitated it."

Isn't this increasing tensions between the staff and the head, who is often portrayed as being caught in the middle of the conflict? Well, Mostyn

Phillips, head since the school was formed nine years ago, may be in the middle technically, but spiritually he is well to one side. As secretary of Ebbw Vale NUT, secretary of Gwent NUT, secretary of Ebbw Vale Trades Council, he suffers none of the agonies of neutrality.

"I have always negotiated on the basis of trade union rights," he said. "I'm appalled at the reluctance of some heads to recognize these." The previous day his union had walked out of the talks arranged by the conciliation service, ACAS. Had it disconcerted him? "No, I have believed all along the NUT strategy is correct. And well-conducted by the leadership. I recognize this claim has to be settled before we talk about 1986. I think the leadership has fought an admirable campaign."

Not many headteachers are secretaries of their local trades council. "Manual workers don't like intellectuals running the show," is the popular belief. But then that isn't how the top end of the valley sees Mostyn Phillips. To the older end he's still William John Phillips's boy, born when his father

was caretaker of the school at Cwm, barely three miles further down, the sort of job he was forced into after breaking his thigh down the pit (at the age of 14) which some primitive doctoring never managed to mend right. In fact, after news of the settlement agreed by all unions last week except the NUT, Mr Phillips said that members of the union in Ebbw Vale school

The year of the pay dispute

would continue their action.

"We went for a flat rate so as to bring most benefit to teachers on Scales 1 and 2. Now, with this settlement the other unions have accepted, these teachers will be worse off than what they could have got in October."

Young Mostyn was bright, went to the grammar school in Ebbw Vale and came back again 30 years later – as the headmaster. But already he was designated head of the comprehensive school soon to be formed.

What did the rest of the NUT staff think about their leaders walking out of ACAS? Wynne Evans: "When I read about it, I thought it seemed a bit hasty but now I have read the actual terms I think they had no choice. She sensed no reservations among the remainder of the school members. 'The public will see a figure like 13-14 per cent this year and think that's a good offer, not realizing that's over a number of years as well.'"

Mr Dan Beynon, representative of the 20 NAS/UIT members, was unfortunately out of the school. But both NUT reps reckoned the relationship between the two unions in the staffroom was quite congenial. "There is a bit of arguing, but it's leg-pulling, a lot of it," said John Jones-Evans. "There's no animosity. We feel it's sad we have two unions."

He used to be a mechanical engineer-draughtsman. Now, after 10 years in teaching, he is on Scale 2 and sensitive about the way he has seen his standard of living eroded. After all, he had come into the job only two years after Houghton

once of examinations was senior. Kathryn Davies, lower-sixth, pulled it out: "You don't know how well we are doing." Her classmates, Catherine Phillips, Lisa Mugeridge and Helen Small – plucked from the lunch hall for interview because they were among the 200 who brought their own meals to school – didn't need to queue for the cafeteria. The teachers did their best by supplying them with notes.

Helen Small's view of this was sensible and mature. "That's all right for the brighter pupils. They can read the notes and the teachers can't. But it's the less bright who need the discipline of normal school who suffer. They can't catch up."

Perhaps Mostyn Phillips was saying much the same thing but differently when he observed: "The pupils who are losing are those who would have gained most from the enrichment activities. When they had forgotten all the classroom activity they would have remembered all the out-of-classroom things they did. Like the enrichment, we are going to lose that, it seems, for the second year running."

He readily recognized that the absence of examinations was one of the most notable effects of the teachers' action – "If you believe in examinations," he added thoughtfully, "perhaps a better system of continuous assessment would replace it. But there is no regular reporting system. Information on how their children are progressing would enable parents to talk to teachers – though our PTA activities have been affected."

Mr Phillips was sufficiently concerned about the parents to have called a committee meeting of the association that same evening. "I intend to explain the effects of the action and what we intend to do about mock exams for the fifth and sixth-years. To hold them can only be at the expense of other youngsters who will have to be excluded from school." He did not anticipate a lot of hostility. "There's a strong trade union tradition around here."

Hostility among pupils towards the teachers was noticeably absent, too. "We support the teachers," was a blunt declaration of loyalty from Kathryn Davies. Catherine Phillips added: "It's unfortunate we have to suffer but there is no other way they can take action."

Mostyn Phillips was equally confident of the children's attitude. "In a school where relationships between staff and pupils are remote, I can't imagine resentment. But this dispute came on-end to the miners' strike and it is a closely-knit community. But I tell you what breeds resentment. Of my leavers, 58 per cent are still out of work six months after they left."

Climbing back down the valley hardly a mile from the school the road passes what is left of the famous Ebbw Vale steel-works which once employed 14,000 men. From the remaining handful of sheds, bare bulldozed stretches of far enough to land an aeroplane on.

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NEWS

One of the NUT tactics has been to target "unsympathetic" areas for action. Here Geraldine Hackett reports on parents' reactions at a school in Norman Tebbit's constituency while Jeremy Sutcliffe visits the home ground of John Pearman, Labour deputy leader of the employers' panel

Dispute may have changed attitude of children

The worry parents most have is that the year of disruption has changed their children's attitudes. It worries them that not only will their children not be able to make up the schooling they have missed, but that they have stopped seeing school as something to be taken seriously.

"If they can miss a half-day a week, they don't see why it can't be a full day this week," said Mrs Norma White, who has two sons of school age.

Rush Croft middle was one of the schools in Norman Tebbit's constituency of Chingford which was targeted last year by the National Union Teachers.

The NUT tactic of hitting hardest those areas which had a Cabinet minister as MP, created anger and bitterness.

Mrs Penny Best, chair of the governors at Rush Croft, said parents deplored a form of action that penalized children because of where they lived or because of the way their parents voted.

Mrs Best and her family live outside Chingford and deliberately chose the 400-pupil Rush Croft for their daughter, even though there are 11-14 schools nearer home.

The industrial action has spurred Mrs Best to contact other parents and to organize an active parents' group to put pressure on the Government. But

she admits that most parents at Rush Croft have not shown any interest. About 20 parents turned up to a meeting Mrs Best organized in November. Since then the campaign has expanded with support drawn from parents with children at other Waltham Forest schools.

At Rush Croft most parents who disapprove of the teachers' action have not got involved, others have got involved and later withdrawn.

Mr Alan Langley, who has a son at Rush Croft, has changed his views as the pay dispute has dragged on. "The longer I had discussions with teachers the more I got the impression that there were a number of teachers that don't want parents putting noses in and that they are going to do what they want to do, whatever we say," he said.

Like other schools in Chingford, Rush Croft operated a two-day week for six weeks last year.

Mr Langley added: "The only ones losing out are the kids and rather than the pressure on the education authorities it is setting teachers against parents, rather than having parents and teachers against the Government. My children loved school and this dispute has changed their relationship with the school."

Mrs White, who has remained active in the parents' group while not agreeing with the teachers' tactics, has



The parents' group discuss latest developments



Val Bateson: schools threat

seen her son's attitude change.

She said: "He started off a year ago at his new school full of enthusiasm, but that has all dwindled away." If she had realized the dispute would last a year she would have sent him to a private school.

While private school is not an option for most parents, other parents said the strike had tested their principles. Mrs Val Bateson said: "Parents who care about education will be lost to state system. The strength of parental pressure for good state education could be weakened if parents feel they have to take children away."



Penny Best: pupils hit

Most of the parents felt their children had now missed too much school for them to be able to make it up completely and they had also lost out on such things as holidays abroad and leisure activities.

"It is the things that childhood memories are made of," said Mrs Betty Hales, who is a college lecturer.

She felt parents should take their children to work with them and that might bring a settlement closer. "If all parents took their children into work instead of trying to make hasty arrangements for them, then there would soon be a reaction," she said.

'Targeted' action takes heavy toll of school's outside activities

On a clear day there is a spectacular view from the 250-year-old Ossett School in the heartland of Yorkshire's old woollen district.

The rolling pastures, tall mill chimneys and clusters of industrial townships, point to the twin factors which formed the life and character of the area.

And the character is reflected in the school's 1,325 pupils, sons and daughters of working families in the small industrial towns of Ossett and Horbury.

Ossett School, grammar turned comprehensive, is a grand old building surrounded by a "shanty town" of temporary classrooms. In most respects it is a thriving northern high school, with a strong and successful sixth-form and a range of abilities.

But it has as chairman of its local education authority, Mr John Pearman, also the Labour vice-chairman of the employers' side on the Burnham Committee.

This has exposed the school to bouts of sustained strike action by members of the NUT which, with 35 members out of a staff of 82, is the largest union at Ossett.

Even without strikes, on a typical day this month 265 pupils were sent home for varying lengths of time. The same day nine teachers were absent with cover provided for only four of them.

The immediate "no cover" sanction by NUT and NAS/UIT members has meant extra work for Mr John Horn, the school's headteacher, who is adamant no pupils should be turned away from schools without warning.

He has frequently taken on the role of classroom teacher, or assembled pupils into one of the school halls to cover for absent staff. He is not covering for teachers taking part in industrial action. On most days he helps supervise school meals with little teacher help.

Each day 350 children have done without a school meal because of industrial action. Only pupils on free meals and the younger children – with

the first and second years taking alternate weeks – have been allowed a canteen meal. The rest have to leave the school site at lunchtimes. This has created difficulties for some pupils who may live up to 5 miles away.

One aspect of the hidden damage being caused by the dispute is to the curriculum. For a year there have been no needs of department meetings, work on the new GCSE exam has been halted and other development work has been jettisoned.

Many parents have continued to be sympathetic to the teachers' cause, but are still worried about the effects of the action. Previously frequent staff-parent evenings have been stopped, and some parents have been unable to meet their children's subject teachers for two years because of repeated industrial action.

"I like to think this is a community school with a close relationship with parents. This dispute is putting an impossible strain on that relationship," said Mr Horn.

"I am a parent myself and can see both points of view. I am committed to the aims of the teacher associations but at the same time I am desperately concerned about the effect, short and long-term, on our relationship with parents who find it very hard to see why their children should suffer in the way they are suffering."

Perhaps the most dramatic change in life at Ossett is the teachers' refusal to take extra-curricular activities during the dispute. For months now these have been solely boys' sports, made possible because the head of PE, Mr Stephen Triplady, is a non-union member.

Even so, action by other staff and at other schools has meant only 38 out of 90 planned soccer games have taken place since September. The rugby fixtures have been severely reduced and basketball, swimming and athletics have been virtually abandoned.

All other extra-curricular activities have stopped. The heads of girls' PE and music are both school representatives respectively for the NAS/UIT

and NUT.

Mr Graham Norris has spent five years building up a 70-strong band, an orchestra, a choir and other music groups. All of which have been devastated by the dispute.

As NUT representative, he has been supervising sanctions which are crippling much of his own work.

But John Horn has considerable sympathy with his staff, believing their loyalties are torn. In the same way as are those of many parents.

"The mis-match between the Government's aims, set out in the document *Better Schools*, and its treatment of the teaching profession, is startling. If it believes that, it should be funding education to a far greater extent. If not, then why has it published it?"



John Horn: realizes his staff's loyalties are torn

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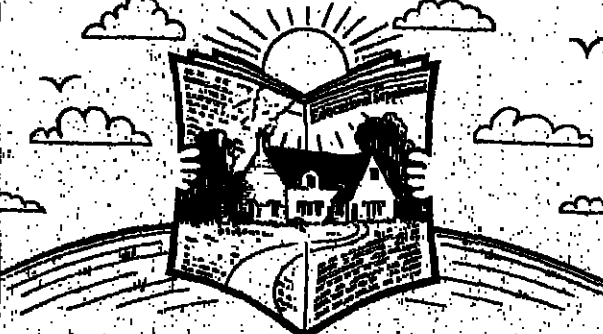
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OVERSEAS

Stumbling into the micro age—in theory only

At the start of the present school year, millions of 15-year-old school pupils all over the Soviet Union sat down to their desks and were handed a computer textbook—the first step towards teaching the younger generation into the computer age.

The move is the vanguard of what the government news agency TASS called "the broad introduction of electronic computer technology into the teaching process" in the USSR. The announcement was treated with scepticism by western observers, who pointed out that most Soviet schoolchildren have yet to use a calculator.

Recent articles in the Soviet press have also made it clear that there is a serious stumbling block on the path to mass computer literacy among schoolchildren—the acute lack of computers. As one Soviet specialist admitted in the workers' newspaper *TRUD*, pupils are faced with "the computer-less study of computer theory".

Although figures have not been

released it is thought that only a handful of schools around the country actually have computers installed. But the vice-president of the USSR Academy of Sciences has announced that four million computers must eventually be introduced into schools if every child is to have a chance to use one regularly.

He concedes that this involves "colossal" sums of money, adding that the target will not be reached "either today or tomorrow". He held out hopes that in the foreseeable future, at least 10 per cent of 15-year-olds should have the chance of working on a real computer. Meanwhile, Ivan Zverov, the vice-president of the Academy of Pedagogical Sciences, is complaining that "even the pedagogical institutes which are now retraining maths and physics teachers do not all have computers".

Mikhail Mikhailovich, head of a maths department in a Moscow technical school, believes that the lack of

SOVIET UNION

Janet Price reports on the introduction of new technology teaching

teachers is no less a headache than the "lack of computers: 'Every school syllabus includes a computer course, but I doubt that even half the schools have found someone to teach it. We simply do not have properly trained teachers yet. Even physics teachers are shying away from being roped into this one'".

In the rush to close the computerisation gap between western and Soviet schools, the authorities find themselves face to face with another alarming gap—between the practice and theory of computer technology. Weekly school excursions to local computer centres in industrial enterprises or institutes are popular outings—some-

times for the wrong reasons as a scandalised reporter from the communist youth paper discovered recently.

When a group of youngsters in Moscow were taken off to look at computers in a nearby factory, they received a lesson not in computer technology—but in reading horoscopes.

A "computer propaganda" campaign—involving flooding the country with documentary films, radio programmes, books and even stamps on the subject—has been proposed as a second way of getting round the dearth of teachers. But the director of the Moscow Cybernetics Institute favours programmed calculators as the immediate answer. If programmed calculators continue in short supply, then ordinary calculators will have to make do, he says.

The possibility that, in future, schools might become a breeding ground of hacks and whizz-kids who

could tap into the Soviet Ministry of Defence's central computer is one of the drawbacks to mass computer literacy in the country.

Excessive initiative with computers is not encouraged, as Igor Sapozov, a 10-year-old schoolboy found out. He designed simple programmes for a personal computer that his friend Alexander Zakharov, a young computer engineer in Minsk, had built out of portable TV, tape-recorder and typewriter spare parts. The couple took their 100-line creation to computer specialists for comment and were coldly informed the do-it-yourself machine was "of no interest to science".

Summing up the attitude to computers in the classroom, the popular national newspaper *Soviet Culture* warned its readers: "We must combat the danger of schoolchildren developing a sense of individualism and isolation from their comrades. The emergence of computer fanatics cannot be permitted."

Hostility grows over planned cuts in social spending

Just when they thought it was safe to come down from the barricades, having successfully defended the 1986 education budget from drastic cuts, American educators are having to get right back up again. And this time their cause is more militant.

That is only the start. In October, starting salaries for teachers were cut 7.3 per cent, while cuts totalling 22 per cent will be made, making 1987 the first year since 1951 when the US Budget Deficit, in theory, reaches zero.

The culprit is the now-notorious Gramm-Rudman-Hollings act, which was originally billed in Congress as a perfect method of bringing down the deficit without forcing anyone, in an election year, to take the responsibility of making unpopular cuts in social programmes.

The euphoria over Gramm-Rudman, as it is commonly known, has long since passed. It is now seen to be what it is: a blunt axe which will chop good and bad alike from federal spending.

Even President Reagan, who signed the Bill into law with the sound of trumpets a few weeks ago, has grown disenchanted with it. Having now read the small print, he has discovered that it cuts defence spending along with the social programme. It must be some

UNITED STATES

Bill Norris reports on a potential disaster for schools

kind of a disaster. The Gramm-Rudman-Hollings act is a law which is being used by the courts to declare it to be unconstitutional.

The schools, however, are falling to see the funny side of it, which is hardly surprising. Though the new law makes many programmes exempt from automatic spending reductions, such as social security, interest payments on the national debt, and the President's salary, only school meals escape the axe on the education front. The rest of the Education Department's \$18.4 billion (\$13.1 billion) budget will be hit.

Nor will the department be able to choose which of its programmes must bear the brunt of the reductions. Under the law, the percentage cuts must be made equally across the board.

The Council of Great City Schools has forecast that the 35 cities it represents will lose at least \$51 million of the \$1.1 billion they now receive from the Federal Government; and that is in the first round of cuts alone. This would put at risk the jobs of 2,100 teachers, and services to 45,000 children. Education will not be the only suffer-



Under the microscope: education budgets face a cut of more than 17 per cent.

er. Such other crucial programmes as air safety and health care also come under the Gramm-Rudman axe. But the schools have a particular complaint because unlike many other items in the 1986 budget, the Education Department funds received no increase other than a percentage for inflation—and it was a fight to prevent them being slashed below that. The schools therefore have precious little left to absorb the blow.

Only two chances remain to avert what is seen as a potential disaster for American schools: a move in Congress to reach agreement on a balanced package of cuts before March 1, or a court ruling that Gramm-Rudman is unconstitutional.

There will be no shortage of education lobbyists in Capitol Hill trying to urge the first course, but given that it was the total inability of Congress to take such hard decisions which caused the problem in the first place, their prospects are not rated highly.

Gramm-Rudman, so recently perceived as the political blunderbuss of happiness, has now become an albatross around the neck of Congress, the President, and a lot of anxious schoolmasters. If the courts rule it to be unconstitutional, as they may, the whole budget procedure will go back to square one. The trouble is that no one liked that much, either.

Rolls triple following 'education for all' pledge

ZIMBABWE

Zimbabwe's education expansion effort continued unabated this month as almost three million pupils—about a third of the country's population—began the 1986 term.

The Minister of Education, Mr. Daniel Mutumbari, said about 84 per cent of last year's more than 214,000 Grade 7 pupils were expected to enter the first year of secondary school.

A controversial proposal to rein in the expansion by agreeing Grade 7 pupils was dropped following strong opposition within the Politburo of the ruling ZANU (Zimbabwe African National Union) party.

An experimental remedial scheme for slow learners is to be introduced during the primary years to help them catch up with the rest of the class.

Total school enrolment has now tripled since 1973, with 1.8 million pupils in primary schools and 1.8 million in secondary schools. Headmasters at several Harare high schools said the first-day enrolment exercise went off smoothly. In previous years, many schools found themselves bedeviled by pupils clamouring for places after their form one classes had been filled, but that did not appear to be happening this year.

fallen on the secondary level, in which 62 new schools were opened this term. Mr. Mutumbari said 17,438 new teachers are being deployed throughout the country to cope with the secondary level increase.

Of that number, 3,069 are new teacher training institute graduates, 3,889 are upgraded primary school teachers, and 5,397 are considered untrained. About 1,800 are student teachers, and 1,697 are expatriates—many of them from Britain.

Mr. Mutumbari said new expatriate teachers, recruited by the British Government, had been sent to New Zealand, Belgium, West Germany and Austria.

Zimbabwe now has 991 Government secondary schools, in urban areas, in addition to 89 Government and 591 private rural secondary schools.

Headmasters at several Harare high schools said the first-day enrolment exercise went off smoothly. In previous years, many schools found themselves bedeviled by pupils clamouring for places after their form one classes had been filled, but that did not appear to be happening this year.

Rural pupils overtake city children

KENYA

For the first time in 23 years rural schools have outshone urban schools in the Certificate of Primary Education examinations.

In all the previous years since independence, urban schools, especially Nairobi, Mombasa and Kisumu had dominated this examination.

The results showed that only one of the 20 top schools are located in the urban areas. Most of the top 20 also came from schools outside the urban sector.

But teachers in Nairobi are also being attracted by facilities available in the towns, say city education officials. But the teachers claim their job is made harder by the fact that many primary school pupils in Nairobi are poorly nourished. They have called on parents to improve their diet.

Private coaching, which is a common feature in Nairobi and other urban areas, is seen by many teachers as another handicap. Many private tutors are not equipped with the current examination system, according to the headmaster of one of the city schools. Such tutors, he says, give students an unnecessary amount of homework and they turn up for school two tired to cope with classroom work.

Despite the rural schools' performance, only 130,000 to 140,000 pupils will be able to go on to the first year of secondary schools.

Professor Jonathan Ngũgĩ, the minister for education, science and technology, said that schools would not run double shifts because the "Government has insufficient teachers, money and equipment to handle such large numbers of students".

While the results of the examination have excited many politicians, the crucial matter is what is going to happen to the thousands of pupils who have no chance of obtaining any further education. The Government needs to work out how they can be integrated into the economy.

Wachira Kigotho

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Military service bill meets tough resistance

WEST GERMANY

Paul Bandelow on the debate between education chiefs and the armed forces

Plans to extend military service in West Germany have rekindled a debate over the length of sixth form studies and prompted accusations of growing interference in education from outside groups.

Concern focuses on a bill, now in its committee stage, which aims to maintain military numbers, threatened by declining birth rates, by increasing compulsory military service from 15 to 18 months from June 1989.

The problem facing grammar school leavers intending to go on to higher education after military service is that the extra three months would take them beyond the university registration date. This would mean a ten-month wait before beginning their degrees.

Bonn's defence minister, Dr Manfred Wörner, has called on the 11 regional education ministers to discuss possible solutions to the problem, including the possible reduction of the full grammar school course up to the A level equivalent *Abitur* from nine to eight years.

Vociferously rejecting any idea of shortening grammar school courses, the five Social Democratic Education Ministers have pledged themselves to fight the planned extension of military service.

In a survey conducted by the country's biggest teacher trade union, the GEW, the SPD ministers were unanimous in insisting that the school leaving age must be determined purely by educational criteria. "We can't empty schools to fill up the army barracks for the defence minister," said Hamburg's education senator, Professor Joist Grottel, while his SPD counterparts in Hesse, Herr Karl Schneider, predicted "severe consequences for all schools" if the extension of military service came about.

Within the ruling Conservative parties, opinions are divided on the desirability of shortening the *Abitur* course, though the CDU/CSU regional education ministers agree that the issue should not be decided for reasons of military service.

Instead, they are putting their weight behind a compromise solution proposed by Baden-Württemberg's Education Minister, Herr Gerhard Meyer-Vorsfelder, who believes the *Abitur* course should be "tightened up", rather than substantially reduced.

According to this plan, which is reported to meet with defence ministry approval, examination dates would be brought forward a matter of weeks, so that the *Abitur* could be completed by May 31.

Induction into the armed forces could then take place on June 1, a month earlier than at present. As a result, conscripts could complete 18 months service (less four weeks leave) in time to enter university by November 1 the following year.

GEW spokesman Herr Steffen Welzel, described the proposal as a "technocratic compromise" taking no account of the practicalities of university entrance, which took at least a month to sort out. Neither was it realistic to expect students to complete the *Abitur* undertake 17 months military service and then begin a university course without a day's break in between.

The union believes the armed forces target strength of 490,000 must not be rigid and, in any case, the proposed extension of military service would not make up the shortfall of 150,000 expected by 1995.

Herr Dieter Wunder, GEW chairman, reminded the Defence Minister that the days were long over when the military determined the shape of German education.

How squatters turned into good scholars

PERU

Colin Harding looks at the success of a new settlement

A poor, outlying district of Lima, the sprawling, desert capital of Peru, has achieved the surprising distinction of boasting the highest rates of school attendance in the country.

Whereas only 8 per cent of Peruvian children complete secondary education, the figure in Villa El Salvador, a parched settlement of some 300,000 people spread across the scrubby sandhills to the south of the capital, is 56 per cent.

The official statistics for primary schooling are even more impressive: 98 per cent of Villa El Salvador's children complete the course. The adult illiteracy figure is only 3 per cent, in a country where about a fifth of the population cannot read or write.

All this has been done on virtually no resources, and in less than 15 years. The settlement was started from scratch in 1971 by the then military Government of General Juan Velasco Alvarado. The original inhabitants were squatters who had been violently evicted from public and private land in other parts of Lima, and had presented the social engineers then in power with a tricky problem.

The official backing given to the settlement attracted more than 100,000 people within a month, to an area of bare desert without urban infrastructure or services of any kind.

In accordance with French ideas of self-management (*autogestion*) then in vogue, the people of Villa El Salvador were encouraged to manage their own affairs, with the state providing only technical assistance in such matters as land surveying and legal advice.

The Government changed and the fashion for *autogestion* passed, but Villa El Salvador soldiered on, growing constantly and led by many of the people who had originally been attracted by what amounted to a pilot project of socialised social change.

One of these leaders is Señor Miguel Azcueta Gorostiza, the mayor.

A tireless enthusiast for grass-roots local democracy, with an aversion to bureaucracy, Señor Azcueta came to England last week for a meeting in Sheffield of mayors from 30 countries.

His association with Villa El Salvador began in 1971, when he was sacked from his job as a secondary school teacher of history and geography in the northern town of Jaén, the centre of a rice-and-cattle colonization area in the Department of Cajamarca.

It was a turbulent year for Peruvian teachers, marked by a long and violent strike for better wages and conditions which led to the foundation of the militantly left-wing national teachers' union, SUTEP. Señor Azcueta was accused of political activity and dismissed by his employer, the Ministry of Education.

He gravitated towards Villa El Salvador, which had no schools and no teachers, but it lived on in Villa El Salvador. Señor Azcueta proudly points out that 26 of the district's 28 schools were built by community initiative, including eight in 1985.

The Ministry of Education theoretically provides for the equipment and upkeep of municipal schools, as well as paying teachers, but in practice it often fails to deliver. Last year the Ministry promised to build 40 new classrooms in Villa El Salvador, but they failed to materialize. Even so, 60,000 children are now at school in the district.

The framework for community involvement in education in Villa El Salvador is a complex hierarchy of grassroots committees, beginning at block level (24 houses in each) and rising through residential groups (16 blocks) to sectors, of which there are four in the settlement.

This structure makes up what is known as the Self-Managing Urban Community of Villa El Salvador (CUAVES), founded in 1973, which

in such circumstances people have to help themselves if they are to achieve anything at all, and it has been the great achievement of Villa El Salvador, and of people like Miguel Azcueta, that they have managed to mobilize the energies of often desperately poor people, 70 per cent of whom are unemployed.

The five years up to 1985 were a thin time for the pioneer community. The conservative Government in power in Lima, 25 kilometres away across the desert, might just as well have been on the moon for all the interest it took in Villa El Salvador.

Things are looking up now, with a left-of-centre populist, Alan García Pérez, in the presidential palace.



People have to help themselves if they are to achieve anything at all.

moted in Villa El Salvador by Señor Azcueta and his colleagues.

Even so, they were obliged to work for two years without pay, setting up eight schools offering teaching up to the first year of secondary level—there were no children above the age of 11 in the settlement at that time.

Educational reform, like *autogestion*, soon faded away as a concern of central Government, but it lived on in Villa El Salvador. Señor Azcueta proudly points out that 26 of the district's 28 schools were built by community initiative, including eight in 1985.

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Things are looking up now, with a left-of-centre populist, Alan García Pérez, in the presidential palace.

Slogan vigil casts doubt over Mormon campus

ISRAEL

Shalva Weil on the campaign against the building of a new study centre

In the centre of Jerusalem a small group of ultra-orthodox Jews have been demonstrating in shifts opposite the town hall for three and a half months.

Their placards are well-drawn with sophisticated slogans both in Hebrew for local consumption and in English for foreign press. "Caution! The Smiling Mormon 'A Trap!' reads one placard. "Mormons—Don't add to our troubles and we won't add to yours", reads another. A third reads "Teddy—Jerusalem is our heart. Keep it whole".

The reference is to Teddy Kollek, the mayor of Jerusalem, to whom the demonstrators are appealing to arrest the construction of the controversial Mormon Study Centre which he has supported.

The study centre is a vast educational project launched by the Mormon community in the United States. Known officially as the Jerusalem Centre for Near Eastern Studies, it is a branch of the Brigham Young University (BYU) in Utah, one of the largest private universities in the world.

BYU caters for 300,000 people worldwide and operates study programmes in London, Paris, Vienna, Madrid, Salzburg, Hawaii—and Jerusalem.

It was established in 1875, by the then president of the Mormon Church, Brigham Young, and is inextricably tied to the Mormon religion.

The Jerusalem branch of BYU has operated for 17 years, during which time 2,000 students have participated in academic programmes and 13,000 BYU alumni have visited Israel in the course of continuing adult education programmes.

For the past few years plans have been made and officially approved to establish a 120,000 sq ft. complex which will provide permanent educa-

tional and residential accommodation for the Mormon Jerusalem Centre on what could probably be described as the choicest site in Jerusalem.

The facility will be about a quarter of a mile south of the Hebrew University's Mount Scopus campus on five acres of land leased from the Israeli government. The scene from the site is staggering, with a panorama of Jerusalem's Old City and a direct view of the golden Dome of the Rock.

Jerusalem residents have had years to object to the Mormon plans, but, ironically, no objection was heard from any religious Jewish quarter until the shell of the present construction became visible to onlookers this year.

Then, the ultra-orthodox Jewish community began to organize an extensive campaign aimed at ousting the Mormons from Jerusalem, including mass demonstrations, lobbying, a continuing protest strike and a far-reaching publicity campaign in Israel and abroad.

An old *hasid* with black kaffan, long beard and sidelocks demonstrating opposite the town hall said that his group objected to the proselytizing practices of the Mormons, their "deceiving manner" which may lead to "the loss of Jewish souls" and the construction of a building facing the Temple Mount.

The Mormon leaders in Jerusalem reject this claim. They feel that if the general Israeli public were opposed to the construction of their centre, they would have submitted legal objections

at an earlier stage. Dr David Galbraith, resident director of the Jerusalem Centre for Near Eastern Studies, is confident that nothing will stand in the way of the expansion of the academic programme.

Students who will arrive in their freshman or sophomore years, or adults in extension programmes, will learn subjects associated with Jerusalem and Israel, such as Near Eastern history, Biblical geography or archaeology.

Both Dr Galbraith and Mr Robert

Taylor, the director of Brigham University Travel Programmes, deny that the Mormon study centre will become a missionary centre.

Since authorization has clearly not been granted in Israel, Mr Jeffrey Holland, BYU's President, has recently signed an undertaking at the request of the Interior Committee of the Israeli Parliament in which the Mormons have pledged that they will not proselytize in Israel. All students, faculty and staff involved in the study programmes in Israel will be obliged to sign the undertaking; violators will be dismissed from the programme.

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LETTERS

Power of the ultra-Left's grip exaggerated

Sir - I am sure that many people involved in the education service found Hilary Wilce's "expose" of the ultra-Left's influence in inner London fascinating (*TES*, January 10). It is, however, regrettable that a general impression was given that the teaching service in London involves two sorts of teachers: those who voluntarily pursue extreme Left policies and those who are manipulated or intimidated to such an extent that they passively go along with such policies. May I respectfully point out that my own association has over the past months been involved, among other things, in an on-going process of discussion with the Metropolitan Police in an attempt to improve police-school relationships. Our members

totally repudiate the Hackney Teachers' Association document *Police out of Schools* and believe that the only way to improve the quality of community policing is through open and honest discussion. We wish to make it clear that the views expressed by the personalities depicted in Ms Wilce's report may well represent the outlook of some London teachers. To say as Ms Wilce does, that their influence is growing is certainly not substantiated by the number of NUT members who have sent application forms to this association.

RALPH REES
Deputy secretary
Hackney branch
NAS/UWT

Guerrilla war

Sir - Opposition to the disintegration of the state education service has been mobilized by the politically active "ultra-Left" teachers of the Inner London Teachers' Association.

I commend them for their high level of commitment in organizing resistance to policies which are destroying teachers' morale and which have brought us close to an educational abyss.

There are teachers who are union members who have responded to "our crisis" by removing their own children from state to private schools.

Many teachers of the "ultra-Left" are in a state of mind that a different calibre is going to benefit us all in the long term - all those, that is, who wish to defend state education.

I believe that there are very many other teachers who are acting clandestinely as political subversives, in London and elsewhere. A society which will not accept the "dissenting voice" drives those who care, to adopt these tactics. They have become the education service's guerrillas and they are engaged in warfare.

We are polarized now in Britain and the inevitable outcome of leaders and features of the type published in your paper (January 10) will harden and entrench the polarity.

S R BENNETT
Headteacher
Leeds and Broomfield C/E primary school
Malden
Kent

End the retreat

Sir - Historians might seem to many in the teaching profession to be in headlong retreat. Chilling statistics abound about collapsing numbers in the 14-16 age group. Pre-vocational education heralded as the sure arrival of the high-tech Goths. Dons in discordant disarray. Ermine diplomacy and nervous sherry at Elizabeth House.

Mence, there certainly is and the present crisis cannot be dismissed as merely one more tedious round in the perennial "is history in danger" debate. But are not history teachers now in a position of unmatched opportunity to confront these dangers? Are we not on the high ground of GCSE based on National Criteria and of seminal 5-16 curriculum planning inaugurated by the HMI booklets, *History in the Primary and Secondary Years and History in the 5-16 Curriculum*?

Let us not miss these opportunities by a failure to coordinate our efforts. The invaluable 14-16 initiatives of the Historical Association (*TES*, January 17) need to be extended. We must reach the majority of history teachers in England who have no contact with any subject association. We must harness more fully on a national basis the expertise and experience of those in the advisory service responsible for history.

Why not a seminar in the summer of 1986 which will bring together subject

Not underhand

Sir - I am a member of the Socialist Teachers' Association in Leeds, and therefore presumably one of the Trotskyist revolutionaries who have "taken over" our schools.

Yet there is certainly no evidence of such a situation in Leeds; indeed, having set out to write the article, the author obviously had great difficulty finding any evidence in London either.

So some teachers actually close their classroom doors so that they won't have to "impose orderly conduct on the corridors". But some heads have been doing just that with their office doors for years. Perhaps they are the real ultra-Left threat?

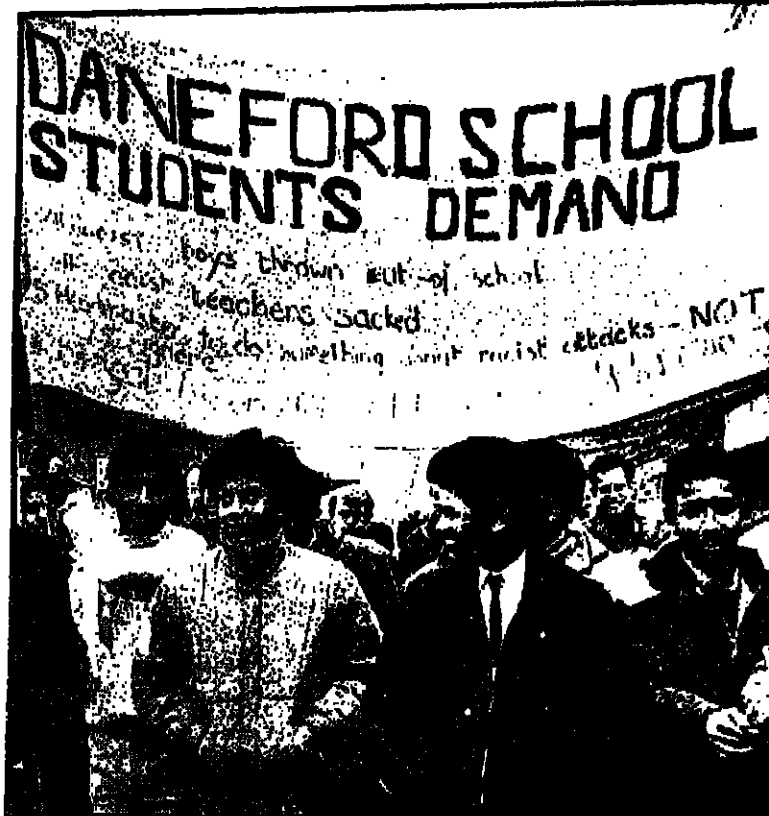
So *Socialist Worker* is delivered to a staffroom. Well, there are at least four

Deeply insulting

Sir - As one of the schools in Hackney to which you may have been referring in the article of January 10 ("Ultra-Left tightens grip on ILEA schools") we would like to reply to what we feel was an attack on teachers, their unions and on the ILEA indirectly, for allowing the alleged situation to exist.

Your article and editorial are deeply insulting to all teachers, since the implication is that moderate teachers do not have the moral, intellectual or physical capacity to stand up to what your editorial calls the "Trots".

While there are many differences of opinion within the school about the aims of education and in particular the



The Daneford strike was supported by pupils and community

copies in our staffroom every Friday, but if you were to suggest that Morley High School had been taken over and was being run by the far-Left, you would be laughed at, even by those staff (a majority, I suspect) who voted Tory or SDP at the last election.

As an example of the influence of the ultra-Left in the NUT, the article cites the events at Daneford School. But compare this with the reaction of the NUT national executive to 16 teachers at the Grange School in Bradford who took "unofficial" action over the Honeyford affair. The executive promptly suspended them.

Don't get me wrong. I'm not apologizing for being to the left of Neil Kinnock - indeed I should be ashamed to be otherwise. I'm not apologizing for reading *Socialist Worker*; members of the SWP may have lost faith in the ability of parliamentary democracy to bring about any real change in society,

tactics of the present salaries campaign, these are always debated openly and generally in a good humoured manner. Your assertion that "teachers who stand out against the militant mind-set to provoke an individual teacher to provoke a school" and the other anonymous allegations you quote are laughable nonsense.

"Who speaks for teachers?" asks your editorial. In our school 50 NUT members out of a staff of 70 elect their reps annually, without intimidation and with full knowledge of their political affiliations. Strong union organization at the school has benefited all teachers enormously. For example, it has helped to secure permanent contracts for a number of teachers who

previously on temporary contracts; increased the marking and preparation time by insisting on the employment of more supply teachers; removed asbestos from school buildings; restored out of £8,000 and 11 scale points.

It is not "ordinary, middle-of-the-road London teachers" who will feel supported by your article and editorial, but the present Government. They will be delighted with *The TES*'s attempt to discredit the union's salary campaign, especially in London where members have consistently recorded votes in excess of 90 per cent in favour of the union's action.

Signed by 35 members of staff at the Skimmers' Company School
London N16

History evidence?

Sir - I was interested to read the comments by HMI John Slater on history teaching, published in *The TES* on January 17. His remark that "The Schools Council History Project had persuaded more pupils to continue with history until they were 16" reflects a widely held view about the impact of the project.

I have, however, been unable to find any statistical evidence to support this idea. What seems to be true is that, within a generally declining figure of history exam entries at 16 plus, a growing proportion is Schools Council-based. This could, however, merely reflect a growing interest among teachers, not pupils.

If Mr Slater and the supporters of the Schools Council project can demonstrate that the project does interest children, this would be valuable. However, to do this they would need to show that take-up rates for exam courses in history are higher for the Schools Council than for other exams. If Mr Slater or anyone else has such evidence, I think they should publish it.

PAUL JEREMY
Secretary
Association of History Teachers in Wales
Llanidloes High School
Cardiff

but as members of the STA they accept our democratic procedures, as we accept those of the NUT. I'm not even trying to conceal the fact that members of the STA are, for teachers, quite militant. I believe we have a lot to be militant about.

What I do resent is the implication throughout the article that in some way the STA is using underhand means to achieve power in the NUT.

Such smear campaigns are distressingly common these days, but I did not expect to read one in *The TES*. We work in the open, we discuss our ideas willingly, because we believe in state education, we believe in socialism, and we believe the two ideals to be inextricably linked.

DAVE CARTER
Head of Modern Languages
Teacher-Governor
Morley High School
Leeds

were previously on temporary contracts; increased the marking and preparation time by insisting on the employment of more supply teachers; removed asbestos from school buildings; restored out of £8,000 and 11 scale points.

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Signed by 35 members of staff at the Skimmers' Company School
London N16

Careful spending

Sir - Peter Wilby may well be right in saying that freedom to choose clients contributes to higher standards in independent schools (*TES*, January 17). Nor would I disagree with his argument that more resources can lead to higher standards and that some independent schools are fortunate in the resources they have available. However, he should be aware that many independent schools do not have such favoured circumstances but still manage to achieve high standards. This applies to most of the former direct grant and voluntary aided grammar schools which became independent in the late 1970s.

It is important to compare like with like: the cost of educating a pupil in this independent inner London day school (until 1976 an ILEA grammar school) is £1,974. Virtually all the income of the school comes from fees. Tables published in your columns have shown the cost of educating secondary pupils in ILEA schools as being higher than this. Several other independent boys' schools in our area have similar fees to ours and in the girls' school (especially Girls' Public Day School Trust) the fees are even lower.

Part of the problem must therefore lie in the way available funds are allocated. My maintained school colleagues assure me that they have a less favourable staffing ratio, fewer scale

Scaremongering

Sir - As a regular reader of *The TES* and as an occasional contributor, I have been saddened by its decline under Murdoch ownership. A new era was achieved by the piece on left-wing teachers in the ILEA.

When you get behind the scaremongering and emotionalism of the headlines what are these revolutionary policies that are dominating London teacher politics? A strike against racism at Daneford School that only took place after months of efforts to get ILEA action. A strike that took place with community and student support and has gained immediate results which should benefit Daneford students and their families. The document of compulsory, early employment, this is a legitimate trade union policy to protect the employment of teachers. It brought ILEA into line with other L.E.A.s whose teachers haven't been denounced as reactionaries.

Keeping the police out of schools. This is obviously a controversial policy but its basis is perfectly legitimate. Any objective observer knows that police community relations are completely ruptured in many areas of London, information gathering is an acknowledged part of community policing, the racist attitudes of the police force are a matter of record in the Police Studies Institute report.

Thwarting of ILEA policies on sex, gender and special needs. Left teachers supported the efforts of that pressure group and teacher group such as ALTARF (All London Teachers Against Racism and Pops) to get ILEA to adopt anti-racist policies. Even before the present union they pushed ILEA to give schools the time and resources to discuss and plan them.

You refer, somewhat nostalgically, to the good old days when a Communist Party leadership of ILEA ruled along with ILEA leaders. This, I have had as much to do with the leadership of the time being taken by headteachers as well as CP.

It might surprise your readers to know that ILEA has spent hours in education committee and in similar working groups discussing ILEA Harrogate, Thomas, Metcalf, and Fish reports. They have given evidence to the various inquiries while they were sitting and then made further comments once their reports were published. This all takes place in a "spare" time. It shows a considerable interest in the aims and content of education and relates suggestions that ILEA is only interested in crude trade union demands. Teachers feel that the quality of education they offer is under attack - both through cuts and through the utilitarianism of Government demands - and they're doing something about it.

MARTIN FRANCIS
31 Greenside Road
London W12

posts, lower salaries, less to spend on books and other resources and building improvement compared with neighbouring independent schools. Yet their costs are higher. Could it be that these higher costs are the result of the considerable bureaucracy associated with the administrative, advisory and other services supplied by the ILEA?

I was much encouraged by the report in the same issue of *The TES* that Cambridgeshire is to become the first education authority to devolve financial management to the local governors of their secondary schools. If they are given genuine freedom in the way they manage their resources their situation would be closer to that enjoyed by independent schools. Further, if many parents, freed from the choice of the schools which use the resources most efficiently in the way of higher standards than the majority of parents turning to the independent sector will be reduced.

V S ANTHONY
Headteacher
Colfe's School
Horn Park Lane
London SE12

Letters for publication should be kept as brief as possible and typed on one side of paper only. The Editor reserves the right to cut or amend them.

Schools starved

Sir - Barry Taylor in his article (*TES*, January 17) on the movement of children from the state system to the private sector, highlights the fact that this happens most frequently in the secondary age range. We know that state primary and 16-plus education is second to none, but why is this questioned in respect of the secondary sector, at least by those who buy private places?

To conclude that the teachers' action is the main cause at this time, dismisses the fact that action is also disrupting our primary schools and 16-plus establishments. The root of the cause, for a number of years now, has been class sizes and the starving of these schools, by successive governments, of sufficient resources so desperately needed if the demands for educational fulfilment are to be met.

A series of contractual commitments are not the answers to these problems. However, a commitment by both the Government and the local authorities to ensure periods of non-contact time, adequate INSET and curriculum development opportunities, a fair procedure of staff development and of course a maximum class-size limit, would meet not only their expectations, but also the strivings of the teachers themselves to become more effective.

To impose extra-curricular activities by means of a contractual commitment would be a short-sighted step. Teachers have undertaken a wide range of activities, and will no doubt wish to do so once again, providing the motivation is on behalf of their pupils, and not the demands of a contract.

In conclusion, to presume that the present Government would ensure that teachers received a just reward for their efforts, is a pious hope, whether under the auspices of a contractual commitment or not. The recent White Paper on the projected expenditure for education, reveals that the policy of expecting "something for nothing" is to remain the philosophy of the present incumbents of government.

GEORGE MORRIS
NUT Divisional Secretary for
Somerset
"Cranford"
Halse
Taunton, Somerset

Physics crisis

Sir - As a physics teacher of some experience whose pupils have been successful academically, and some of whom have gone on to read physics at university, I am disappointed by the response of most of my colleagues to the present crisis in physics teaching (*TES*, January 10).

Why should young people wish to study physics if it is presented to them, and they perceive it, as just another branch of environmental studies? Mr Parkinson is typical of those who are destroying physics in schools; issues like energy sources and nuclear power are more important than Newton's Law, he tells us.

Mr Avison, of whom I expected better, also falls into the trap saying that "physics teaching must be changed to make it... more sympathetic to pupils...".

In my view, the best way of further-

Shortage hazards

Sir - Once again the subject of the shortage of physics teachers has hit the headlines. "Physics crisis poses threat to future of science" and it prompts me to ask whether I am alone in being put off physics teaching, at least in part, by the increasing demands to teach some kind of integrated science.

I'm all for developing closer links between subjects, but in common with many other people, my A level subjects were double maths and physics. I've never had a biology lesson in my life, and I don't even know enough chemistry to know what questions to ask about potential hazards in practical work. Having once been a member of Wigan's Science Safety Advisory Committee, I've come to realize that there are a surprising number of these.

To say that if you can teach one science, then you can automatically teach the others, is to my mind somewhat akin to saying that if you can

Policy-makers wrong to deny teachers a voice

Sir - There is a curious contrast in the two articles (*TES*, January 10) based upon developments in the Leeds education authority. The chairman is described as having taken heart from "a new atmosphere of dynamism within the Leeds service." The Leeds secretary of the NAS/UWT states that the Leeds administration "has systematically undermined morale... by being high-handed and arrogant." It is a fact that the teaching associations and unions in the city (other than NATFHE) have withdrawn from the Leeds Joint Consultative Committee, and have declared that they have no confidence in the chairman and the education committee of Leeds.

No one wished to reject the influx of an extra 120 primary teachers into Leeds schools last September. How much smoother and more successful would this increase of staffing have been if Mr Geoffrey Driver and his education group had taken the teachers' unions into their full confidence, and clearly shown that they wanted teachers as partners in improving the quality of education in the city. Evidence for this view is clear when one examines the way in which headteachers of secondary schools have reacted to the Leeds Partnership Scheme. All but one secondary school

are already involved and many are in the third year of participation. The courses we offer spring from the identification of the needs of young people as seen by the teachers and not from some central city plan.

My association, like other teachers' associations and unions, regrets that it has been denied any consultation on two major educational initiatives in Leeds, one, the restructuring of the education department, and two, the introduction of tertiary education. An education department not only serves the politicians, but also serves the needs of the schools, their children and their staffs. There has been no opportunity to discuss with the policy-makers the strengths and weaknesses, as we perceive them, of the present structure of the education department. We have had to sit on the sidelines and watch the department being apparently dismantled.

There has been no consultation between the chairman and Leeds teachers on the new plan for tertiary education to be announced this week although it must be clear to Mr Driver that the first effort to introduce tertiary education in Leeds foundered precisely because there was no true consultation.

Too little credit

Sir - It is always good to hear of progress and dynamism in a service to which one devoted the larger part of one's working life. It was with particular pleasure, therefore, that I read the report of Howard Sharron's interview with Mr Driver of Leeds.

However, I am sure Mr Driver did not mean to come across as arrogant or unaware of the quality, resilience and enormous capacity for good work which characterize most of the many thousands of "professionals" in

the Leeds service. Perhaps it was the way the interview was reported but I was certainly saddened to see so little credit given for the good cheer, courage and imaginative effort that I met over and over again in the 20 years I spent in the service. There may have been cuts, crises, and chronic lack of materials, paint and polish, but the refusal of Mr Driver's professionals to be daunted or defeated made them rewarding colleagues with whom to work and the kind of people to whom parents could and did entrust their children with confidence.

One small point but a puzzling one: as an academic researcher into anthropology, how does Geoffrey Driver describe himself, I wonder? The rest of us would surely find it difficult to see him as a layman or indeed as anything other than a rather pukka kind of educational professional!

BRENDA HOWE
formerly chief adviser to the Leeds education authority
Flat 4
15 Burton Crescent
Leeds

TERRY BACKHOUSE
Teacher member of Leeds education committee
11 Pinfold Lane
Leeds



Geoffrey Driver

Grave disservice

Sir - No doubt your correspondent Howard Sharron had tongue in cheek when glorifying the chairman of Leeds education committee. Unfortunately, not all in Leeds recognize such sophisticated satire and my fear is that *The TES* may unwittingly have rendered a grave disservice to education by lending encouragement to those controlling groups which tinker in areas where they have little knowledge.

Leeds teachers welcome the new money in the Primary Needs Programme and the new blood - largely newly-qualified teachers - which will have a beneficial effect on many children. But teachers employed on this programme are amazed to find themselves described as "front line agents of change" and "specially trained". They see themselves as normal dedicated teachers doing their best in unnecessarily difficult circumstances.

The Leeds Partnership Scheme in high schools is succeeding precisely because initial attempts at central direction were dropped and schools left to develop independently. Perhaps the saddest feature in Leeds is that the controlling group's declared policy of interference has led to a general state of demoralization and lack of confidence throughout the service which cannot be compensated either by additional resources or by the chairman's starry-eyed idealism.

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Images of Africa

STEVE HILL

The powerful images of starvation in Africa may simply confirm many young people's stereotypes about Africa and the Third World. But students at West Park sixth form college, Smethwick, have been helped by an exchange letter scheme with the Dilling boys and girls high schools in Kordofan, Southern Sudan.

Mark Bradbury, a young teacher working in the area, asked if we could exchange information. The current interest in that part of Africa no doubt prompted at least some of our students to become involved but what has opened up the lives of these people to us, has been their letters (and Mark Bradbury's excellent photographic record of life in the area).

The letters written by these young

Sudanese are unfailingly warm and sincere in their greetings and our students on reading them are able to see beyond stereotypes.

Nineteen-year-old Ahmed writes, "Last year when the rains were poor every creature living in the Sudan suffered."

Seventeen-year-old Omer writes, "In the last year we were very sad... there was misery in every house... a lot of people died of hunger last year."

Such comments as these reveal the personal side of what is happening in Africa. When such events are reported on television we can become anaesthetized or even dismissive and it is here that personal contact through an exchange of letters and photographs can make a situation real and individual, and raises questions in any classroom about the nature of television coverage itself.

The letters from Sudanese students also help to broaden the picture of life in the area.

Adam (aged 17) writes: "This year the autumn was good and the rains also, so the crops grow very well. Brian (age 18) tells us that Sudan is full of many beautiful things". This

view is echoed by Shazleia (17) who writes enthusiastically about her "large and very beautiful country".

It isn't simply the confirmation of what we may have gleaned from geography which is interesting. Every detail confirms that the world is more complex than may be revealed by television.

There are, of course, the common interests which seem to span the world. Khedir tells us with great enthusiasm of his liking for "Michael Jackson and Bob Marley" and in a curious way this may say more to our pupils than many visual images. I am quite sure some of our students in this college are perplexed to see their Sudanese counterparts refer to their "beautiful", "delightful" and even "beloved" school. One wonders how many of our students will write in such glowing terms of their college?

Yet it would be a less than successful exercise if our students were only receiving information. A link like this has far greater potential especially in the field of multicultural education. What of their stereotypes of students in schools and colleges in England? One suspects that many of the

students in South Kordofan will be surprised to see that many of our students are not white but come from a wide variety of ethnic backgrounds. Smethwick has been centre for immigrants from the Indian sub-continent, the Caribbean and East Africa. The teachers in Sudan are undoubtedly going to have to face some interesting questioning.

One of the most ironical factors to come from this exchange is that the Sudanese young people seem to feel they have a positive role to play in their country's future, and this is reflected in the enthusiasm with which they describe their career plans. How many of the young people in our area of the West Midlands which has been devastated by the recession will feel that same sense of mission and purpose in life? It is surely in these paradoxes that the more subtle elements of an exchange are to be seen.

Writing from an ethnically diverse area can bring many positive benefits. Many of our students in Smethwick from an Islamic background will find a common bond with the young people in the Sudan and will be well able to

communicate with them in Arabic as well as English.

What will our students say when they are asked to convey, perhaps for the first time, a picture of their own lives and their own society?

We hope that an exchange such as this can, in a modest way, break down the one-way traffic to the Third World for we can exchange with them ideas, hopes and expectations as well as perhaps as a result of this the simplifications of life and media presentation of them can be partially corrected.

Other schools can develop such links by contacting high commissions, embassies and many religious organizations which have international links. If they are as fortunate as we are this exchange approach can be a most valuable and illuminating one.

A public photographic exhibition "Mark Bradbury and the Sudan - An Alternative View" will be held at West Park College, Smethwick, West Midlands in March, 1986.

Steve Hill is director of studies at West Park College, Smethwick, West Midlands.

Silent service

CAROL WILLIAMS & CORINNE PHILLIPS

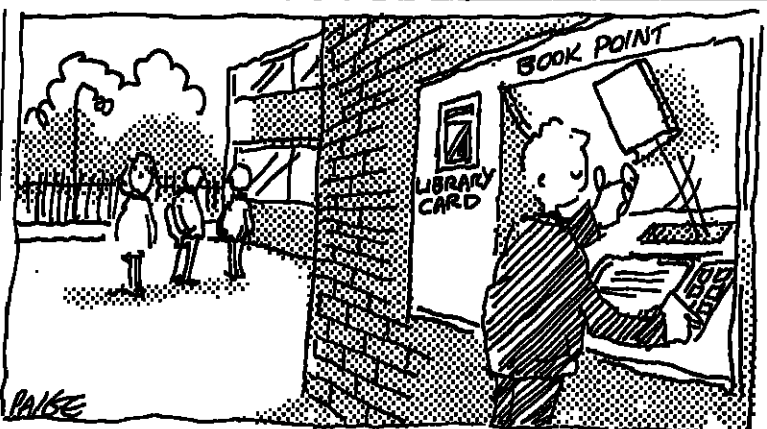
It may come as a surprise to many teachers that school libraries and school library services are not a statutory requirement in England and Wales. Unlike Scotland and Northern Ireland, where there is a legal requirement, in England and Wales the library is a dispensable extra, it seems.

However, amid a general picture of underfunded and underused school libraries, some authorities do stand out as having a positive commitment to libraries in their schools. Nottinghamshire employs a dedicated library officer, writing in two libraries employed in Nottinghamshire schools, we would like to make the case for properly funded school libraries, staffed by chartered librarians.

The role of the library within the school is frequently misunderstood, as in your article of September 20 last year, where it was seen as filling "the gaps in the curriculum". On the contrary, the Library and Information Services Council report "urges that 'library skills are the very foundations of the curriculum'".

It argues that in both sciences and humanities, and as a preparation for adult life, learning to handle information is essential for success, and the library should be seen as having a vital role to play as a "learning laboratory".

Isolated lessons in library skills are not enough; what is needed is a "whole-school curriculum policy on information skills which underlies all other aspects of curriculum planning".



It follows that all teaching staff have a contribution to make to the development of information skills and use of the library, while the librarian, who is trained in information skills, can collaborate closely to help children learn to make use of information.

For this central role, adequate resources must be made available to school libraries, in terms of qualified staff, time, and money.

In many education authorities in this country the position is bleak; however, in Nottinghamshire, much pioneering work has been done, and the authority has a positive approach to its school libraries. Programmes of information skills teaching are established in many schools, with the librarian playing a central role. Information technology is being used by school librarians in innovative ways; many school libraries have microcomputers, which are used as an integral part of the library's resources and in the teaching of information skills. "Fiction" is used in some school libraries as an additional resource.

Several school librarians have worked as a team to produce a computerized "fiction database" of young people's fiction, which can be searched by keyword to obtain lists of titles covering specific themes.

Such initiatives have tremendous value in educational terms. School libraries also make a positive contribution to multicultural education, as recommended in the Swann report. New curriculum developments are having implications for libraries. The CPVE course is heavily resource based, and stresses the development of skills, including information skills; school librarians in Nottinghamshire have been involved in planning this course in their schools, as well as advising on resources. The school librarian also has links with outside agencies, including the county library service, which broaden the scope of available resources.

We believe that more attention should be given in the educational press to school libraries, and invite comment and discussion on the subject.

"School libraries: the foundations of the curriculum. Report of the Library and Information Services Council's working party on school library services. HMSO 1985. 0113307137"

Carol Williams and Corinne Phillips are members of Nottinghamshire's Association of Librarians in Schools.

Talking sums

CHRIS EVANS

A few weeks ago I took a class of fourth-year juniors while their teacher was away ill and as a head "lot" preparation border on the instant. Entering the classroom my first question, really in passing, started off a most interesting morning. I asked the children if they could tell me the area of a square of side 3cm. Many hands went up and I received from one child 9cm as an answer. I decided not to respond with a right or wrong but asked another child who gave 12cm. Still I gave no response, but asked if anyone else had any solutions. In the end I had four answers which I put on the blackboard. They were: (a) 9cm (b) 12cm (c) 9cm (d) 12cm.

I asked the class to stand up and without much difficulty we reached (a) as the agreed result, except for one bright girl, Michelle who said "No, it's (d) because the square has four sides each 3cm and therefore the answer is 4 x 3cm, i.e. 12cm". The class was staggered by this after much practical work it seemed

we had resolved the problem and now a well respected member of the class had thrown all our work in doubt. I said that Michelle's thinking seemed a reasonable argument, but could it be the answer to another question? I asked the children to discuss in their groups Michelle's result and see if there was a question which gave this particular answer.

The class was far from quiet, how could it be, but the conversations were pertinent to the problem in hand. I know group I went to a child who said "I know what the 12cm is, it's in our books". The group then proceeded to search through their textbooks. Suddenly one girl said: "It's the perimeter, the perimeter!"

I said, "What's the perimeter?"

The girl said "It's the, oh you know Mr Evans."

"No, I don't, tell me," I said.

A boy across the class said: "It's the circumference."

"What's that," I said.

It became obvious to them that these words lacked definition, words they'd heard but not fully understood. After their frustration abated, they redirected themselves back to the problem and eventually the idea of (a) was reached. What conclusion did I come to from this lesson?

Children need to verbalize mathematics in language they can understand.

The use of mathematical terminology must be on-going, not just when covered in a textbook.

The exercise in the textbook frequently gets a high score, does not always transfer to real understanding?

All hypotheses need to be accepted as possible solutions and tested for their validity.

Teachers need to be careful in their responses to the child. Children quickly learn by the inflection in a teacher's voice whether the answer is right or wrong.

Children should be allowed to "have a go" and not be concerned if their answer is incorrect.

Much of this has direct implications to how teachers organize their classrooms. On entering a classroom, the way the furniture is arranged tells whether the teacher considers talk to be of value in the curriculum.

At a recent interview for a mathematics post, a candidate was asked what his classroom was like. He answered that at times in mathematics he encouraged his children to talk. He was appointed, and his children now talk mathematics with clarity and confidence, having previously received a flood of exercises from a maths scheme.

Chris Evans is headteacher of Marlborough Primary and middle school, Harrow.

Fair to candidates?

BRIAN MEASURES

I had heard so many cries of despair from teachers who failed, yet again, to get the post they applied for that I decided to find out what system, if any, exists for selecting teachers for the few jobs on offer these days. I interviewed local education authority officers responsible for the appointment of primary headteachers in three counties and 36 primary heads in the south of England.

The L.E.A.s all used advertisements, standard application forms, further details papers, letter references and a panel interview. The education officers I interviewed had received no training in selection methods and procedures. The L.E.A. finding process for short-listing candidates appeared to be one of "informed subjective judgement" and selection interviews lacked any systematic plan, the selection criteria being a candidate's personality and the selector's intuition.

The education officers all agreed that there had been disappointing appointments from time to time due to bad judgement, poor candidate quality, and inadequate procedures. They all agreed that the major problem in selection was identifying potential in candidates.

Of the primary heads I interviewed, more than half (58 per cent) admitted they had made disappointing appointments. Of the 192 staff appointments made by them recently, over one in ten (13 per cent) had proved to be a mistake, in their view. They attributed their errors to lack of information on the candidates, the "gut feeling" being wrong, the personality of the appointed teacher not fitting into their school, or the hurried nature of the selection process. One head remarked that the experience had totally undermined her confidence.

The shortlisting process carried out by them was, in most cases, one of extracting the worst candidates. After that, selection was by "qualified intuition". Only 8 per cent of the heads I interviewed had ever received any formal selection training.

The job interviews for teaching staff ranged from "just a chat with the head" to a full-blown interview lasting one hour with a scored assessment plan. There was, in senior appointments, a total reliance on the 20 to

30-minute panel-type interview as a means of selection with the final appointment resting on such things as "looks, references and discussion".

While half the heads interviewed said that "personality" was the criterion of selection, a third left selection to "gut feeling" and intuition. So there is hope, perhaps, for those teachers who have consistently failed to gain an appointment. If they keep at it long enough the chances are that their face will be somewhere.

On the use of references, one head told me he was "not sure how much believe" while another said that the best advice was to "look to close acquaintances" in a written reference.

A quarter of the heads interviewed said that the main problem for them was the lack of information about the candidates' knowledge, skills and personality.

When asked, headteachers said they would welcome guidelines on selection, together with some of the training in selection methods and procedures. They also said that they would like to view all candidates in person. Some were also in favour of an annual professional assessment for teachers which could be used in selection and promotion.

When I came to select a new deputy head, after doing this research, I used the standard procedures of advertisement, further details, application form, letter references and panel interview but added to them a selection of items in order to concentrate on the selection of the post rather than the subjective appreciation of the personalities of the candidates involved.

Some of the extra items used were: self-examination, job and personal specification, a weighing scale to aid short-listing, a 300-word essay on the role of the deputy head, an interview assessment framework, a letter skill personality assessment, and a final assessment matrix to summarize each candidate's performance.

Afterwards, the candidates all said they felt that they had a chance of gaining the post because of the structured approach to the selection process. A step forward, then, perhaps, but I still feel we need more research into valid and reliable methods of staff selection in schools.

We need a more systematic approach to producing the information on which appointment decisions can be made, and both proper training and clear guidelines in selection methods and procedures.

The Rev Brian Measures is head of Crowthorne C of E primary school, Berkshire.



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Master/Mistresses
Other Appointments

Primary Education

Headships
Deputy Headships Senior
Master/Mistresses
Heads of Department
Scale 2 Posts
Remedial and Special Needs
Teaching Posts
Scale 1 Posts

Middle School Education

Headships
Deputy Headships Senior
Master/Mistresses
Remedial and Special Needs
Teaching Posts
English
Modern Languages
Music
Science
Other than by Subjects

Secondary Education

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Deputy Headships Senior
Master/Mistresses
Remedial and Special Needs
Teaching Posts
Art and Design
Careers
Classics
Commercial Subjects
Computer Studies

Headships

Deputy Headships Senior
Master/Mistresses
Remedial and Special Needs
Teaching Posts
Art and Design
Careers
Classics
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Headships

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Literally millions of children have been helped by the NSPCC with over 80% of income coming from public generosity. To maintain these vital services to children we're asking for your support by making a special seasonal offer - a full colour map of the world printed by the famous map makers John Bartholomew.



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Offer is available only to readers in the U.K. and closes on January 31st 1986.

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TEACHER RECRUITMENT, 1986

The Authority welcomes applications for appointments to the London Teaching Service (Divisional Staff, Scale 1) from September 1986, from teachers seeking their first appointment and from qualified and experienced teachers.

TEACHERS SEEKING THEIR FIRST APPOINTMENT

We are looking for Nursery Infant and Junior trained teachers and also teachers trained in a wide range of Secondary subjects (a full list of the subjects for which we are recruiting will be included with application form). We will be making a large number of advance offers of employment to successful candidates immediately after interview.

Application forms for first teaching appointments complete with comprehensive guidance notes are available in your college now. Should you, however, experience difficulty in obtaining a form then please contact ED TS2: ROOM 67, THE COUNTY HALL, LONDON SE1 7PB. (Tel. 01-633 2101/7830) stating that you are seeking your first teaching appointment. The closing date for infant and junior applications is 28 February, 1986.

Secondary and Nursery-trained applicants are advised to apply before 4 April, 1986.

QUALIFIED AND EXPERIENCED TEACHERS

Applications are invited from qualified and experienced teachers in the following categories: Nursery, Infant & Junior, Business Studies, Chemistry, Design and Technology, Home Economics, Mathematics, and Physics.

A number of advance offers of employment will be made to successful candidates in these subjects immediately after interview.

Application forms may be obtained from ED TS2, ROOM 67, THE COUNTY HALL, LONDON SE1 7PB. TEL 01-633 2101/7830.

If you require any further information please contact this office.

ilea IS AN EQUAL OPPORTUNITIES EMPLOYER

Gambell Infants' School (Roll 248) Langley Crescent, Dagenham, Essex Applications are invited for the

HEADSHIP (Group 5)

of the above school as from 7th April 1986 following the retirement of the present post-holder.

Salary Scale: £12,042-£13,317 plus £1,038 per annum Inner London Allowance.

Reimbursement of removal expenses in approved cases.

Application forms and further details from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). Closing date: 13th February 1986.

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LONDON BOROUGH

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RODE HEATH CP SCHOOL
Heath Avenue, Rode Heath,
Stoke on Trent ST7 3RY.
No on roll 250.

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Group 4

Required for Summer Term 1986 an Imaginative Teacher committed to experience based learning and open curriculum.

Application forms and further details available from: The District Education Officer, Delamere House, Delamere Street, Crewe, CW1 2LL. Tel Crewe 553177. Closing date 17th February 1986.

(10274)

NURSERY EDUCATION

continued

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LONDON BOROUGH OF

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241-243, Oldfield Road,
NW10 9JF

Tel: 01-439 2861

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in Teaching English as a Second
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essential. Well qualified ex-

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teachers are invited to apply

for the post available.

London Allowance of £1,038
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forms (S.A.E.) obtainable from

the Head Teacher returnable
within 14 days. (085761) 10026

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WEST SUSSEX

EDUCATION DEPARTMENT
SENIOR PORTAGE WORKER

BURGESS HILL AREA

Salary: Burgess Scale 3m

£4,266 to £11,251 or

equivalent depending on

qualification and experience.

The successful applicant will

become a member of a newly

approved part Education Sup-

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dealing with the teaching of

under-fives with special ad-

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using the portage teaching

model some of which should

be at a pre-school level, is

essential.

The post would be suitable

for a qualified teacher.

Although applicants with re-

levant experience will receive

equal consideration, a car

allowance will be payable as

appropriate.

Application forms and

further details available from

the Director of Education,

County Hall, Chichester, West

Sussex, or telephoning Mrs

Vince on Chichester

771100 ext. 21 10026

Closing date: 14 February

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ilea Inner London Education Authority

Primary Teachers

Temporary and Supply

Secondary Teachers

Supply

Applications are invited from qualified and experienced teachers to teach in Primary and Secondary schools in the Inner London area on both a full-time and part-time basis.

The following areas are interested in applications:

Hammermith, Fulham, Kensington and Chelsea	Tel: 01-603 3388
Camden and Westminster	Tel: 01-488 0190
Islington	Tel: 01-272 7727
Hackney	Tel: 01-862 3177
City of London and Tower Hamlets	Tel: 01-790 1288
Greenwich	Tel: 01-855 3161
Lewisham	Tel: 01-898 4833
Southwark	Tel: 01-703 0855
Lambeth	Tel: 01-274 6288
Wandsworth	Tel: 01-874 7282

Teachers currently completing their teacher training should not respond to this advertisement.

Posts in the Authority's service carry an Inner London allowance of £1,038 in addition to the Burnham salary.

ilea AN EQUAL OPPORTUNITIES EMPLOYER (10049)

ST. ANTONY'S ROMAN CATHOLIC JUNIOR SCHOOL Upton Avenue, London E7 9QB Head Teacher: J.B. Wilson Number on roll: 247

HEADTEACHER

Group 4

Required September 1986
Applications are invited from suitably qualified and experienced practising Catholic teachers for the post of Headteacher at this popular voluntary aided junior school. The post becomes vacant from the 1st September 1986 on the retirement of the present Headteacher. An awareness of the needs of a multi-ethnic area is desired.

London Allowance: £1,038.

Application forms/further particulars (s.a.e. please) available from the Acting Director of Education to whom completed forms should be returned by February 11, 1986.

Education Offices, 379/383 High Street, Stratford, E16 4PD.

An Equal Opportunity Authority (10049)

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EXTRA

More than beer and pretzels

Dan Finlay recommends a weekend break in Germany

Thanks to British Airways cheap return APEX fares to various continental destinations, introduced some time ago, a weekend break in Germany is now feasible. (Formerly, one either spent a fortune flying or most of the time dozing in a railway carriage.) All principal cities are covered. The conditions are that one books and pays at least 14 days in advance, the dates then being unalterable, and remains over at least one Saturday night. Most tickets allow a maximum stay of three months.

The greatest contrast to our sometimes grey northern shores is obviously Munich with its southern ambience, baroque twists and *Lebenslust*. Just stroll into the green expanses of the English Garden on a sunny day and savour the irony of the name. Through the vast array of bodiless beautiful sunbathing everywhere delicately fringed elderly ladies lead their frisky dachshunds, and well-scrubbed policemen ride haughty chestnut horses, as though any other sort of world were inconceivable. It manages to be both aesthetic and decorous at the same time.

Munich's Altstadt is one in which you can wander around at random and be continually intrigued. Invariably one starts from the handsome Town Hall Square with its medieval air, variegated profusion of people dozing on chairs in the sunshine, and inevitable beer and wurst stands. When the dancing Moor on the famous figure clock emerges at the set time and the reverence among the tourists, the locals simply pause momentarily before taking another bite on their pretzels, but they are on mass too. Munich is not a city abandoned to the visitors.

You wander on to gaze at the famous Hofbräuhaus beer hall, a cavernous place populated by brass quartets, Americans and a spattering of hardened drinkers from the provinces, and decide the advice you got to go elsewhere was justified. The city is choc-a-bloc with pleasant beer gardens and hostels, but this isn't one of them.

You find you rapidly fall into the mood of the city and end up constantly sitting in beer gardens - they materialize everywhere - faced by a huge beer and musing about say the psychological make-up of flies. If it's not that it's the street-café swarm length of the Leopoldstrasse, bisecting the famous Schwabing district - once Munich's version of Montmartre but now quite commercial - which monopolizes your attention.

Nightlife is everywhere and not particularly expensive, though anybody seeking exploitative vulgarity would be well advised to look elsewhere. I wandered around Heidehausen, the more studious, less expensive district where the action is, and discovered numerous pleasant pubs and cafés where people were quite willing to chat at the drop of a hat. The homely atmosphere of the beer halls was totally lacking and the vibrations nervously relaxed in a way unique in Germany.

One often heard the outward-going character of Munich described by northerners as superficial, and while



Munich students meet near this statue in the Botanical Gardens, off the Elisenstrasse.

it's certainly true that nobody here allows a Porsche to rot in the garage and casual discussions don't easily get on to topics like Kant's Critique of Pure Reason, one is always sure of a kind word. What more could the visitor hope for?

Bavarians relish simple things like sunshine, beer and brass bands, exposing the widely if subconsciously held northern notion that everyday enjoyment is vaguely suspect. One is thus far more likely to return with names of Bavarian beer brands spinning in one's head than impressions gleaned from Munich's wide cultural Angebot. Even that long promised visit to the Deutsches Museum turned out to be a mere reconnaissance thanks to the seductive sunshine filtering through the trees outside.

Munich's eternal rival and alter ego in Germany, Hamburg, is often a surprise to visitors. One expects a grey workaday city, without much charm, relieved only by a garish vulgarity here and there. What one actually finds is an elegant and spacious city with an air of understatement. Fine tree-lined avenues of palatial town houses and the peace of the Binnenalster, the lake at its very centre, dominate its character far more than the well-dressed crowds in the Königsstrasse, its exclusive shopping street.

Sit by the gently lapping waters of the Alsterkade, where boats used to moor in days gone by, confronted by inquisitive strings of swans and Germany's biggest vegetarian restaurant,

and ask yourself whether any other great city has such a serene heart. The only thing which disturbs the mood is the World War One memorial. "For 40,000 sons of the city who fell for you."

Even lively-looking café areas like the one around the university - well worth a visit - should be approached in a contemplative frame of mind. The apparently freest of citizens here tends to be inward-looking - but not unpleasantly.

Hamburgers might not generally be the most expansive of people, but this is compensated for by their disdain for ostentation. The established rich of the city go to considerable lengths to hide their opulence and one notices this clearly in the flavour of the passing show.

To find vivacity as an antidote to sedateness, visit the fish market at an ungaily hour before first light on Sunday morning. No, I'm not joking. This is a great social institution for both Hamburg's early risers and tired night owls, and all hell seems to be let loose.

The harbour panorama seen from one of Hamburg's famous fish restaurants is an experience you can't leave without sampling. A good meal is surprisingly cheap; around DM20 is quite normal, and the Hamburgers know how to handle fish. Eel soup, their speciality, certainly makes you view the creature who makes the principal contribution to it with more benevolent eyes.

Add a long canal trip - the city is

supposed to have more than 2,500 canals and they provide many lovely views, otherwise unobtainable. Hamburg is a stroll along the Binnenalster, which for me seemed to epitomize the Wonderland Express Cleaning Service, and you might well conclude that Hamburg was worth the £70 fare.

The fare to Düsseldorf and Cologne is a paltry £59 return. Probably ideal time to visit these two cities would be over the Carnival period, prior to Ash Wednesday and when they dissolve into a vast sea of revellers. Düsseldorf is known as the many as a place mainly populated by fashionable, up-to-the-minute people, chiefly concerned with outward show and lacking inner depth. However, it view possibly reflects only of a country's richest city, its almost a vast area of bars, pubs, discotheques and restaurants densely packed together and far outstripping anything elsewhere, at least in this area. There is far more to it than that. The first saw the light of day here, and wrote on the Rhine and composed amid the Hohenzollerns. A stroll through the beautiful Hofgarten will bring to life a civilized culture of the bourgeoisie with its profusion of capitalistic refinement.

Even the modern architecture from the banks of the Rhine has points. Whatever one's final opinion of these places Germany is worth some exploration.

Next day, arriving in Worcester, paused to shop and alight, visiting imposing sandstone cathedral, the dominion of a hill beside the Severn. The canal joins the river there, heading north on it for some 20 miles to Stourport was somewhat misleading at first. It seemed so broad and deep by comparison to the canals we negotiated the current was a pure experience. We were of course able to go faster, but the view was lost and we felt much less intimately part of the countryside.

A particularly attractive stretch of canal, often bordered by wild orchards, led from it to the outskirts of the vermillion. At times red sandstone cliffs rose sheer out of the water topped by foliage that formed a canopy of green. With only the occasional lock, there was all the time to be won to feed any passing ducks or cormorants. The children were also delighted to spot kingfishers in the trees and families of fish.

Eventually, returning westward to Birmingham after a roundabout journey we faced a long hard day of locks first through the suburbs and then of inner city and industrial wastelands. We passed through the forest of concrete pillars which support the Spaghetti Junction. High above the cars and lorries were racing around "like a roller-coaster" said one 12-year-old.

It was a vivid reminder of how the canals were left behind, their pace too slow. But for holidaymakers on day, this is one of their most precious assets.

Narrowboats can be hired direct from bases, mainly in the Midlands and East, or through agents like Birmingham Boats, Sherbourne Street, Birmingham, tel: 021 488 8183; six berth boats from £20 to £40 in the high season. "The Waterways Holiday" brochure from 33 operators, free from Peter Jones, Rickmansworth, Herts.

Viking Holidays, DEPS Danish boats' tour operating branch, founded by Harold Denner, is mentioned in "A Royal Welcome" (Travel Extra October 4), should be read: Longship Holidays, DEPS ways' tour operating branch.

EXTRA

Camping à la mode

Pamela Cooley discovers the easy way to go family camping

The first time we went family camping in France, somewhere on the banks of the Loire, the tent pegs were missing when we unrolled the borrowed tent. The second time, south of Bordeaux, a torrential storm at midnight had us hanging from the ridge pole to stop the tent blowing away. The third time, on an unscheduled stop in Burgundy, there were giant spiders in the lavatory. We took this as a final warning and opted for a succession of holiday homes where we spent a lot of time and energy trying to stop the children's head and into the carpets and jumping on the beds. Camping became a subject for wry reminiscence and we agreed never to do it again.

I remembered it all as we sat in the car park at Folkstone last summer, peering through the drizzle, waiting to embark on the Boulogne ferry en route for Le Château de Boisson, a campsite in the Languedoc, where the folds of the Cévennes ease out into fertile valleys watered by tributaries of the great river Rhône.

Not that we looked or felt like campers. No roof rack with bundles trailing dripping plastic, no shoes or toilet bags half obscuring the rear window. In the back seat our daughter and six-year-old grandchild were not wedged in with household equipment, with their feet trapped in the awkward bits that would not fit into the boot. The only give away that we were campers was the discreet Eurocamp car sticker and a plastic envelope containing tickets, maps, a guide to local attractions and a holiday manual covering every contingency in four countries, including reminders not to forget the baby's potty or an alarm clock for the early start home.

We abandoned the long drive south in favour of the convenience of French motorail overnight to Avignon. The Jeremiah tales we had been told of

bent exhausts and broken wing mirrors proved unfounded: the cars were rolled on and off the trailers with practised efficiency. The picnic supper in the compartment when the train at last got under way, the begging and bargaining for a top couquette and being scared out of our wits when another, even faster streamlined monster shrieked by, were all part of the fun.

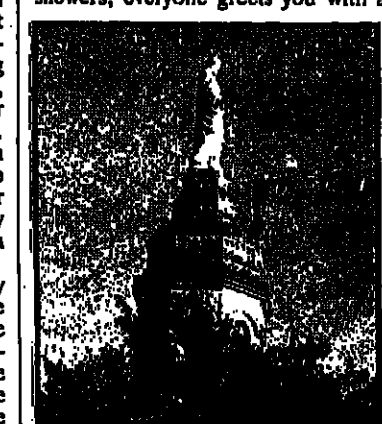
The whole train seemed loaded with British holidaymakers who piled into the station buffet at Avignon for breakfast before streaming off in every direction: like beads spilled from a bottle.

Our way lay along roads we already knew from other holidays, as far as the small historic town of Uzès, but the village of Boisson proved more elusive. Why, we wondered later, did the gleaming white statue that crowns the old church right outside the chateau walls? It became the homing landmark in all our wanderings about that countryside of vineyards, fields of heavy-headed sunflowers and golden melons, with the purple ridges of the Cévennes always the beckoning backdrop.

We had been promised camp couriers, and there they were - two splendidly athletic Dutch PE students. They showed us to our emplacement on the upper level of the site with a tremendous view, assured us of their help at all times, and left us to discover that our tent, designed to sleep six and very spacious for four, was clean and indeed fully equipped. Getting our sleeping bags out of the boot and unrolled on the fully sprung camp beds, putting the provisions bought in Uzès into the electric fridge and putting the kettle on for tea might not be making camp as the purists would have it, but it is a great deal more relaxing.

Campsites are sociable places. At

night you zip yourselves in to create an entirely private canvas capsule, but in the morning, on your way to the showers, everyone greets you with a



Our homing landmark

universal grunt or murmur that passes for "good morning" in any language. At the washing-up sinks, and in the laundry room, a courteous camaraderie develops that may blossom later into friendship beside the swimming pool or at the bar.

It seems to be the ideal holiday for children. Babies sit outside in their "bouncers" interested in everyone who passes, people recognize and return wandering toddlers. Shy six-year-olds go through rituals of friendship and are soon inviting each other in for tent inspection, while older children form inseparable groups and mope when new friends depart. On most sites Eurocamp also provide special children's couriers who organize games and activities each day and who will, for a small fee, baby-sit in the evening.

The company demands high standards of amenities and management

from the sites on which they scatter their distinctive green tents. One of our neighbours, pulling his own tent trailer, confessed that he always got hold of the Eurocamp brochure to pick the best sites for his journeys. Another, proud to be a seven years Eurocamper, assured us that his family had never been disappointed.

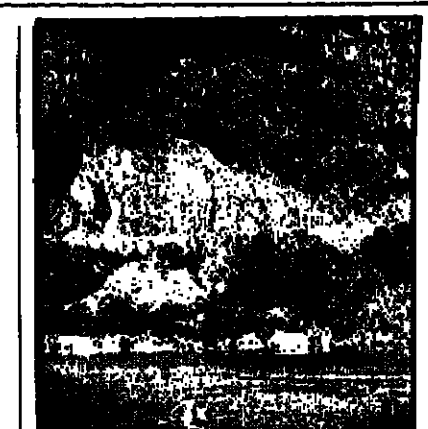
The coastal camps, in his experience, are generally larger and livelier but with less space per pitch; the mountain sites can be a bit of a strain on the legs if your tent is on the top terrace. Château le Boisson, which is one of the prestigious *Castels et Campings* chain, he thought one of the best small sites he had visited. (On some sites Eurocamp also have handsome six and eight berth caravans, more expensive to hire than tents, but they do have their own bathrooms.) He had meticulously planned three weeks' camp-hopping - three nights here and the odd night there - which would take him to a camp on the Riviera (which had a disco for his teenagers), and home again by a different route. With about 100 sites in seven countries to choose from he was already planning this year's holiday and swapping information with a family booked to end their trip Eurocamping in the Jura before the long drive home to Holland.

Many families, like us, were content to stay put. We had a reasonably sized swimming pool (with a smaller one for the children), tennis courts, a games room and children's play area. In the heat of the day the site was shaded with fine old trees and up at the 17th-century manor house there was an excellent restaurant and bar, with a take-away service for campers. Also, the owner organized painting courses, last year by a charming, very competent Dutch artist.

When French campers come south they tend to make for the coastal camps leaving inland sites like Le Boisson to the British and Dutch. France, for us, really lay beyond the chateau walls, in the villages and small market towns like St Ambroix, Alès, Bagnols-sur-Cèze and, nearest of all, Uzès with its main street lined with plane trees, a green nave of shade absorbing the traffic noise and softening the harshness of the pavement stalls.

We turned our backs on those great hot giants, Avignon, Nîmes and Orange, preferring instead to explore the strange and wonderful underground caverns that honeycomb the region, to drive over mountain roads with stupendous views and to swim and paddle in lovely rivers like the Cèze, the Gard and, most exciting of all, the Ardèche, where the canoes come tumbling through the great gorge like shoals of matchsticks, and young locals line the bank to cheer when they overturn.

Such is human adaptability that by the end of a mere two weeks "our" tent on "our" pitch was home, with its familiar routines of fetching the bread from the shop, filling the water container, and sitting outside with a bottle of wine waiting for the sun to disappear behind the hills and the glow-worms to come out shining in the hedge.



ing the harshness of the pavement stalls.

Prices vary according to season and travel arrangements, but as an example 14 nights campsite accommodation in tents for two adults plus car and two children under 10, including return ferry crossing, costs about £815 in high season. Children between 10-13 £35 each, additional adults £70 each. Eurocamp are very happy to help you plan and cost your holiday to your own requirements. Their address is Eurocamp Travel Ltd, Edmondson House, Tipton Street, Knutsford, Cheshire (tel: 0568 3841).

A team affair

Working together as a family is one of the most enjoyable aspects of a canal holiday writes Gillian Thomas

A canal wharf in the run-down industrial backside of central Birmingham may seem an inauspicious spot to start a holiday. In fact, Birmingham was a very appropriate place to hire our narrowboat "Beagle", as the canal once fuelled the city's industrial growth. One fascinating week, 131 miles and 125 locks later, we had cruised in a ring round the Midlands. Cruising on Britain's unique 2000-mile network of narrow canals gives holidaymakers a fascinating insight into the Industrial Revolution. Many stretches are 200 years old. Created by pioneers like Brindley and Telford, they are a remarkable feat of engineering by any standards. As well as ambitious features like tunnels, aqueducts, embankments and cuttings, there are hundreds of locks and neat little arched bridges in brick and stone.

Also part of the canal scene are the many lock-keepers' cottages, inns, warehouses and stables which grew up along their banks, though now they are frequently interspersed with 20th-century suburbs. Canalling has been a favourite family pursuit ever since our children, now 12, 14 and 17, were old enough, and therefore sufficiently strong, to help with the steering and locking.

With a top speed of only four miles an hour and an ever-changing view as you hug gently round the contours, it is one of life's most relaxing experiences. At the same time, there is always plenty to keep everyone busy: driving the boat and operating the locks which relentlessly punctuate almost any route and sometimes cope in challenging flights of a dozen or more in quick succession. There can be walks along the towpath and forays into nearby villages. Even catering can be fun in a galley on the move, with shopping gathered at passing marinas and farms.

As soon as we had loaded the boat with luggage and provisions, we were keen to be off. However the boatyard's mechanic first gave us thorough instructions and a short trial run. With a simple diesel engine and a single lever to operate forward and reverse gears, driving a narrowboat is straightforward. Steering is quite another matter. Controlling about 50 unwieldy feet from a rear tiller is an acquired art. As Birmingham was once my home, I was fascinated to see familiar landmarks from a completely new angle. They towered up behind the grimy old buildings which lined the lonely towpath. Remarkably soon the surroundings were green and peaceful as we headed south. Mying with the railway line, beside masses of pink rosebay willowherb, and, forgive me, we first skirted the University and then Cadbury's garden factory at Bourneville.

Silhouetted on a hilltop against the pink evening sky, King's Norton church provided a picturesque farewell to the city as we entered our first tunnel. 2,726 yards long, it is one of the longest on the whole system. The boat's powerful headlight shone along the narrow brick shaft, from which several drips fell into the murky still water. To his delight our son



The team

managed to steer us through to the pinpoint of light at the other end without a single bump.

Having availed ourselves of fish and chips as we passed a convenient shop, we picked up a duck, tying up with ropes and stakes just before the village of Alvechurch. Already the scenery felt blissfully rural.

Next morning we faced the notorious Tardebigge flight of 42 locks, a prospect the children relished. Unfortunately we woke up to pouring rain but, undeterred, donned wellies and waterproofs, keen on that first morning to press on.

Leaving my husband aboard, we kept ashore, windlasses in hand, to open the first lock. We wound up the sluices on the sturdy wooden gates to let the water in and then pushed them open for him to go. The boat pushed through. By then our daughter had rushed ahead to prepare the next one. Working this routine efficiently as a team is very much part of the enjoyment of the holiday for us. We take the narrowboat in turn, depending on who is feeling the most energetic.

That first morning, more sensible people would doubtless have quickly succumbed to the delights of a waterside pub. Strategically placed along any route, they once served the canals carrying goods and coal.

When the clouds finally lifted, there were glorious views over the rolling Worcestershire countryside and across to the mountains of Wales. Cows grazed in the fields while horses ran down to drink at the water's edge which was now lined by bulrushes and reeds.

With efficient gas central-heating, drying clothes presented no problems. Modern narrowboats are attractive, often prettily decorated with traditional roses and castles - and extremely comfortable, making good use of their length even though only seven feet wide. The layout is ingenious; our dining-area at the front converted at night into a double bed. Comfortable two-bed bunks lined the stern, together with cupboards and the shower and toilet compartments. The well-equipped kitchenette had a full-sized cooker and fridge.

Next day, arriving in Worcester, paused to shop and alight, visiting imposing sandstone cathedral, the dominion of a hill beside the Severn.

The canal joins the river there, heading north on it for some 20 miles to Stourport was somewhat misleading at first. It seemed so broad and deep by comparison to the canals we negotiated the current was a pure experience. We were of course able to go faster, but the view was lost and we felt much less intimately part of the countryside.

A particularly attractive stretch of canal, often bordered by wild orchards, led from it to the outskirts of the vermillion. At times red sandstone cliffs rose sheer out of the water topped by foliage that formed a canopy of green. With only the occasional lock, there was all the time to be won to feed any passing ducks or cormorants. The children were also delighted to spot kingfishers in the trees and families of fish.

Eventually, returning westward to Birmingham after a roundabout journey we faced a long hard day of locks first through the suburbs and then of inner city and industrial wastelands. We passed through the forest of concrete pillars which support the Spaghetti Junction. High above the cars and lorries were racing around "like a roller-coaster" said one 12-year-old.

It was a vivid reminder of how the canals were left behind, their pace too slow. But for holidaymakers on day, this is one of their most precious assets.

Narrowboats can be hired direct from bases, mainly in the Midlands and East, or through agents like Birmingham Boats, Sherbourne Street, Birmingham, tel: 021 488 8183; six berth boats from £20 to £40 in the high season. "The Waterways Holiday" brochure from 33 operators, free from Peter Jones, Rickmansworth, Herts.

Viking Holidays, DEPS Danish boats' tour operating branch, founded by Harold Denner, is mentioned in "A Royal Welcome" (Travel Extra October 4), should be read: Longship Holidays, DEPS ways' tour operating branch.

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READING: THE NEGLECTED SKILL

Monsieur Lebrun se retourne dans son lit.

Le train arrive en gare avec un quart d'heure de retard. Monsieur Lebrun descendit et prit un taxi pour se rendre au bureau de son avocat. L'affaire pressait: il fallait signer le contrat avant la fin du mois, et il y avait bien des choses à mettre au point. Monsieur Lebrun se réveille tout en nage.

1. Was Monsieur Lebrun's train on time?
2. What was the purpose of his visit to his lawyer?
3. How did he travel from the station to the office?
4. By when was the contract to be signed?

This kind of 'comprehension' test is easily recognizable as part of an O-level 'comprehension'. It looks rigorous, but, as a test of reading ability, it suffers, I think, from three serious defects which are consequently likely to afflict the teaching leading to such an assessment.

The first defect is a lack of validity. Where else, when reading in real life, must we consider details at which someone else has chosen to point out? The second is that much of the information about the text is already given us in the questions: M. Lebrun went on a journey, by rail, and then by some other mode of transport; he went to see a lawyer, etc. Of course, this kind of reading has the respectability of a name: we call it 'Reading for specific detail'. But in what circumstances would we attempt to read texts where someone else provides so much of their drift? The third defect is

that students could score full marks on the 'comprehension' without grasping the essence of the piece, which, in this case, is clearly that Monsieur Lebrun was *dreaming* because he was anxious.

It seems to me that a great deal of 'reading' which learners are required to do in language learning either suffers from this kind of defect, or attends primarily to forms rather than to meaning. Reading is not about transforming questions like 'Qu'a-t-il fait Monsieur Lebrun à la gare?' into answers like 'Il est descendu du train', nor is it about answering someone else's question - certainly not multiple-choice questions!

The first desirable feature of reading activities would be an attention to meaning rather than to forms. Forms and meanings are connected, of course, but I think that we have, overall, got the balance wrong. I prepared a passage in French for an in-service course on 'The Use of Written Text' and asked the teachers whether they would use such a passage with any of their classes. It became clear that what they first asked themselves: 'Do I know the words?', then 'Do my pupils know the words and structures?' It was some time before anyone noticed that the passage was full of internal contradictions which rendered it nonsensical.

Madame Meindre was a widow who lived with her husband, in a new flat which was also 'an old house', etc. I am not offering this as *proof* that we approach all foreign language texts without an eye to meanings, but I think that it is very suggestive.

Such texts would be enjoyable and

challenging for our pupils. If we invited them to look first at the *sense*. 'Mon frère est fils unique' is about the shortest I can think of, and it is relatively easy to concoct such texts on a variety of topics and at a variety of levels, catering in some measure for the spread of ability we find in our classes. On 'scholarship' for instance: most learners could cope with this:

Mon professeur d'anglais est petit et grand, il est très intelligent, et il parle français, allemand, et italien. Il ne parle pas anglais. Il vient à l'école à pied, dans sa Ford.

Rather more taxing: Mon professeur de sciences naturelles est une femme. Elle s'appelle Madame Dutoc, mais nous l'appelons 'Madame', parce qu'elle est si mince. Elle a les cheveux gris et les yeux bleus. Elle a l'air un peu sévère avec ses lunettes et ses cheveux noirs. Elle est célibataire.

Further, if pupils are to acquire some language from their reading, they should be engaged in activities which make them read texts not just once, but several times, without this becoming boring. Looking for meaning, or, as in the examples just given, for plain sense, ensures this. The key, then, is in the task set. Once the prime aim for the reading activity has been established as attention to meaning, with students having to read texts several times and attentively for purpose, such exercises are easy to devise. For example:

1. Given passages about children and their pets, can you, from a range of illustrations, match pet

and owner?

2. Given texts about people's family circumstances and tastes, can you find the 'pairs', for a village twinning?
3. Given reports of various characters' shopping expeditions in some town, can you mark in their itineraries, and where they saw or met each other? With a little guide, it is easy to make such tasks quite hard, by demanding inference from clues given, and so on.

4. Given an account of people's eating preferences, a report of meals eaten communally, and a bill, can you deduce who ate/drank what?
5. Given accounts of the arrival of several couples at a hotel, a plan of the first floor, and letters from some of them to their friends, can you work out which couple occupied which room, and who wrote each of the letters?
6. Given a picture, and four short descriptions, each with 'fautes d'observation', can you correct these errors?

Are these tasks any more 'valid' than the 'comprehension' exercise which was our starting point? First, youngsters respond to what they regard as a 'game', with rules they grasp; then, with carefully staged progression, they give the learner a real sense of achievement. Secondly, the tasks require several careful readings and an acquisition of language, particularly where the follow-up work involves some writing. The problem-solving 'games' are, therefore, enabling activities: new texts with the same language items will be read more efficiently.

'Authentic' reading activities will be for pleasure and also, in all likelihood, interpretation (not translation) into English: 'What could you tell someone who knows little French about this letter?' etc.

There is a pattern to this work: for each topic studied learners will be presented with short reading texts which take up what has been learned orally, and add to it; secondly they will work on text(s) where the exercise is the extraction of meaning to solve some kind of puzzle, and finally they will be asked to interpret text(s) which given communicative purpose and public, on the same topic.

Later on, learners can be helped to develop their own strategies, by asking for instance: 'Who wrote this? For what audience? In what kind of publication? With what intention?' The answers to such questions are hypotheses, predictions, about the content of the text and careful reading will confirm, or not, these predictions. Again the focus is on meaning: by experience leads me to think that the process helps learners to be able to cope with the unknown and to be able to say 'I can't read French' when confronted with texts containing new unknown language. Certainly, the work of 'less able' third-year children on a Friday afternoon, doing the meaning of such a text cross, aged me to think that it was worth thinking a lot more about the neglected skill of reading.

Bernard Kavanagh, Modern Languages Adviser, Leicester City - is currently preparing a publication on Reading Texts.

COMPETENCE AND THE CUSTOMER

I have asked a number of students in the 1st-7th years what they like doing in language lessons, what helps them most and what they expect of a language teacher.

Almost without exception they derive most pleasure from being able to talk, far less from 'knowing about' something - in fact, this is a low priority in their language learning. They seek useful and applicable knowledge. Take these representative comments from two 4th year boys:

What do you like? "Oral work in class." "Talking."

Why? "It gives you confidence... it's a real activity."

What do you like? "I like acting out situations. It gives an idea of what you would say rather than just doing exercises."

What helps you learn a language? "Listening to others. When someone else is answering a question, you can listen and take in what they say."

Practice - saying it in as many ways as possible.

What don't you like? "Answering questions on a... whatever you call it... a text."

Answering on a text - there's a set answer always, but when you are doing a picture or a conversation you can use vocabulary you know. It's more creative."

What about pair work? "You are not in the hot seat. You are not put on the spot."

It's just like chatting, more relaxed - like a friendly conversation."

When asked what they expect from a language teacher, students showed that they want to succeed and feel that the language teacher has to be sympathetic, insightful and capable of

running a classroom in which there is order and an element of voluntary participation and good humour. They realize clearly and say repeatedly that the teacher is more important than the learning that is the case in other subjects: "You are directly in contact with the teacher, whereas in Humanities it is not necessary." "You've got to co-operate more with the teacher."

They are, on the whole, very complimentary about and appreciative of the efforts of teachers who are 'enablers'.

In general, students show considerable insight. How can their needs best be met?

Students clearly view language as an activity and not as a phenomenon to be studied. Much of their school experience, however, will be the study of phenomena rather than the acquisition of skills and this strong tradition in our schools can too easily lead the teacher to concentrate on form more than on the conveying of meaning. Yet language-learning is essentially practical. Too much concentration on the form of the language will inhibit students' willingness to learn, cause anxiety and block competence. Teachers' fears that students' language will be sloppy or that they will fail their examinations are understandable; however, students who feel that they are succeeding and who are doing the things they enjoy will bring more goodwill and attention to what they are doing, and, I believe, learn more.

It seems, then, that for the learning to be a pleasure, the activities should include a higher percentage of talking which is communicative. The crucial

thing is that the activities themselves should be interesting. This, oddly enough, may have less to do with the actual content than with the activity itself, and for the language learners 'interesting' in this context usually means having to achieve something through speech, having an element of puzzle (information-seeking, etc.) and the possibility of completing the task.

Working with a partner enhances these elements, because 'you get helped by your mates', because 'you get no help on your own' and because it is just 'more interesting'. The importance of the reduction in stress which pair work achieves and to which the fourth years referred is reflected more graphically in the following statement by an adult student when talking about the teachers: 'When he picked me up I nearly died.'

Of course not all language learning is talking - listening and seeing are clearly more important at times - but as students progress, talking, when they are ready for it and have listened and seen enough, has a centrality which must be adequately catered for if they are to feel successful. It is a great pity that this centrality is not reflected in the National Criteria, where the equal weighting of the skills represents a reduction in the marks awarded for talking in some cases. Similarly, in those graded assessment schemes where talking remains central, it will not be possible to maintain a long-term increase in the number of students studying the language unless the nature of the classroom activities alters to accompany the changes in syllabus design - in fact, the activities should to some extent lead the syllabus design.

Communicative activities (which may take no more than three minutes) have to be given in quantity: there is a need to fix the language by repetition in a sequence of similar activities, which ideally include note-taking in order to direct attention. As the 4th years said, it is important 'to say it in as many ways as possible.'

There is much evidence that structuring the language of input is less important than was earlier believed, but proper sequencing of the input and practice of the language is crucial. Careful thought has to be given to the movement into independent communicative work, as such activities are a disaster unless the students have the minimum tools to do the job. The minimum tools may not include a precise use of language in its form but it will include the ability to convey meaning. Considerable self-control and insight is needed by the teacher to avoid pointing out mistakes which do not heavily affect communication so that the flow may continue or so that those listening do not get put off having a go themselves. It is rather like a cake with a hole in the middle: the cook knows quite well it is not perfect, and the point at which it comes out of the oven is precisely the point at which those around should exercise considerable tact, if they want an improved version next week.

Duncan Sidwell, Modern Languages Adviser, Leicester City, and co-author of *Deutsch Heute*. He is currently preparing 2 books containing communicative activities in French and German to be published by Nelson.

WHERE NOW? THOUGHTS ON THE LEARNING OF FRENCH IN THE SIXTH FORM

We live in enlightened times! It is reassuring indeed to look back ten years at the plight of language teaching, and then to take stock of the range, quality and worth of the developments which have since found their way into many language departments. Graded objectives and unit credit schemes are proliferating and are bearing fruit, though it is too soon to specify their full impact; depressive failure has been replaced for many pupils by tangible success, dumb indolence by verbal activity. Phrases like 'communicative competence' and 'functional/national syllabus' have a meaning for a new generation of language teachers. The demand for change has also found proponents at Sixth Form level, in particular the SLUB 18-19 Study Group whose proposals were just as radical on the balance and format of the A-level examination as on the aims, materials and methodology of post 18 courses. No one, however, would deny that in these areas at least there is a considerable way to go.

French in the Sixth Form, be it situational, vocally utilitarian or 'academic', one-year or two, will rest heavily upon the infrastructure of the previous two years, where for some time yet the traditional modes of examining French will exert a strong influence on the way in which it is learned: prose, translation, questions on texts, letter-writing, story-writing,

general conversation, role-play, picture description, listening comprehension, reading comprehension, dictation, with varying weightings and in various combinations. They emphasize linguistic form and accuracy in preference to content, fluency or reason, and promote an unspoken, unwritten but nonetheless powerful agreement between teacher and student that when pupils use French, they do so in order to submit its texts and syntax to scrutiny and correction, ready for the day when it might be used for the expression of 'personal needs' or when it might have 'an intention to say'. In short, a great deal of language use pre-exists its 'rehearsal' rather than its 'performance'.

Elio Hawkins has assembled some of the wise arguments which in the past twenty years have been pressing the case for 'performance'. For Haliday, the child's acquisition of the mother tongue is coincidental with the functions which he can perform with it. Searle talks about 'serious utterances', language having 'force', and contrasts them with exchanges in the foreign language classroom - not 'serious language'. 'There is now clear evidence', says Hawkins, 'that non-serious utterances, spoken without force, are not retained effectively by the speaker / hearer, as are true speech acts.' Margaret Donaldson suggests that 'drive' - the need to be understood - sustains and supports

the capacity to operate complex grammatical rules. How feasible is it, then, to create situations in a Sixth Form language class where language with force (drive, serious utterances, performance) might play a part?

Sixth Form teachers have perfected the art of placing at the disposal of their students any new language carried by a target text - and the vast majority of stimulus materials in use is textual. Techniques are varied, and include grammatical descriptions, drills and translations, or more recently, gist scanning, decoding, classifying, and manipulation. Equally varied are the texts themselves, both in style, theme, register, and ideas. They are selected, by language teachers and by course writers, to meet a multitude of criteria: they present an inadequate and essential body of factual data; they develop a theme with simplicity, or they contain examples of a point of grammar, or of clusters of vocabulary. More frequently, I wonder, are they selected on their potential for oral exploitation? Furthermore, how sure can one be that the ensuing 'discussion' will stimulate 'language with force', where students are speaking primarily to meet their own need to express a point of view? Of all bases for text selection, this is the most ephemeral. There can be very few of us who have not encountered unexpected failure, when we embark on a question such as 'Qu'en pensez-

vous?' - perhaps because the subject matter is 'neutral' or not engaging enough, because the language and ideas are too far removed from the target group: because the group is suffering fatigue or, more often because the question has been asked cold of an unprepared group. Whatever the reason, the effect upon the teacher can be just as horrific as any comedian's 'death on stage'. Small wonder then, if he seeks to protect himself and his students from future embarrassment and empty pauses by not pushing matters quite that far again.

Other language learning activities apart, it is quite clear that if a text is to stimulate 'performance' rather than 'practice', it must be appropriate in the following ways:

1. It should be structurally, semantically, and from the perspective of the ideas brought into play, it must be within the reach of the target group, or carefully placed within their reach by detailed and structured preparation. 2. It should be a widely differing potential for exploitation, factual data, past tense narrative, logical argument, description, poetry, humour, colloquial dialogue as catalysts for 'language with force', many leave nothing more to be added, least of all by the student. More crucial than any other ingredient in a text chosen to stimulate 'serious utterances' is controversy. The issue itself and the slant of the text must

engage the reader, and must challenge him to respond. Bland topophilia on Brittany, and the distant worthy and irrefutable arguments about deforestation, or sea pollution, or many students, be dead before they are begun. Exploitation will not progress beyond 'rehearsal'.

What shall I enable as he prepares the structure of his lesson. His choice of stimulus should be guided by a separate question: 'Which of their own opinions will they wish to express? Unless Sixth Form texts and resource books begin to facilitate the transition from 'rehearsal' to 'performance', we shall have some already have, to provide appropriate forms of assessment in order to meet this transition, we have little reason to feel reassured.

Past Biscuits, the Headmaster of Bisham School, Dr. Day and co-author of a forthcoming Advanced Level French course to be published by Nelson.

1. J. Dakin *The Language Laboratory and Language Learning* (1973)
2. Stobin and Welsh *Studies in Language Development* (1977)
3. E. Hawkins *Modern Languages in the Curriculum* (1981)
4. Haliday *MAK: Learning how to Mean* (1976)
5. J. Searle *Speech Acts* (1969)
6. M. Donaldson *Children's Minds* (1978)

Michael Buckley, Director of the Language Teaching Centre at the University of York and author of *French in the Sixth Form*.

A. Dein Urlaub
Wann?
Wie lange?
Woher?
Mit wem?
Wohin gewohnt?
die Lage - in den Bergen, usw?
Was gemacht?
Spaß gemacht?

B. Aug. 2. Woche
N.O. England
2 Freunde
überall windig
warm
wenig Regen
50 Meilen am Tag
Schwundigkeiten

Haus/Wohnung?
Lage?
Zimmer?
Garage?
Balkon?
Garten?
Keller?
Miete?
Heizung?

Wohnung
Dorf
2x
1x + 1x
Garage
Balkon
Garten - teilen
Keller - teilen
370 DM
Mit Heizung

Verloren
Jacke
Park? Bus?
(Bus - 14)
gestern
Abend 17.00-18.00 Uhr
Wolle
2 Taschen, worin Füllfederhalter
Portemonnaie

AB INITIO COURSES IN SPANISH

overworked teachers organise such a course?

When? For Sixth Form beginners, the best time is probably at the end of the Summer Term after Fifth Form public examinations have finished, when pupils have no commitment to other subjects, teachers may well have a lighter teaching load and pressure on teaching rooms is likely to be less. My own Sixth Form College has found potential students from feeder schools quite willing to come to a three-day course in this period.

Another Sixth Form College in Lancashire has encouraged Spanish students from all College activities in the first week of the Autumn Term so that they could attend a week-long intensive course - this solution relies heavily on the good will of colleagues in other departments.

How do you run a three-day course,

especially when there are other classes to be taught?

1. Enlist the help of your other pupils, particularly Lower Sixth pupils who may well be products of, and adepts at, such a course themselves.

2. Exploit contacts with a training college or university departments of education, ask students who have been to the school on teaching practice or ex-pupils who have studied Spanish, search out visiting Spanish penfriends, bi-lingual parents and pupils and anyone who can improve the novice: 'expert' ratio. All, with a little briefing, prove invaluable group leaders and some might be entrusted with the presentation of a unit or situation. There remains a problem of what to teach and how. One of the crucial decisions has to be made on the

oral/aural skills only, working through largely unstructured situational dialogues - the aim being to equip all with holiday 'survival' Spanish. Those who decide to continue can acquire reading and writing skills later. Another solution is to aim at a very definite goal for all from the start, for example, O-level in November. This solution would motivate the committed but might overpower the less convinced. My own answer was to combine a reasonable clear grammatical progression, by editing articles and advertisements and by careful choice of extracts from BBC tapes, we were able to cover all the functions required to choose, and arrange a visit to, a language course in Spain, and to introduce people to gender and agreement, most aspects of the present

tense, regular futures and preterites and even (subliminally!) the subjunctive in commands. For colleagues with neither the time nor the resources to produce tailor-made materials a BBC course, for example, could be used, equally good effect.

The experience of schools and colleges running such courses suggests that the survival rate is worth the effort. In my own college the first group to do the course in July 1984 all collected grades A or B at O-level this June and have covered as much A-level work as their colleagues on the conventional post O-level course. One is even attempting Oxbridge this November, just 18 months after her first Spanish lesson!

Marie Anthony Head of Spanish at Xaverian 8th Form College, Manchester.

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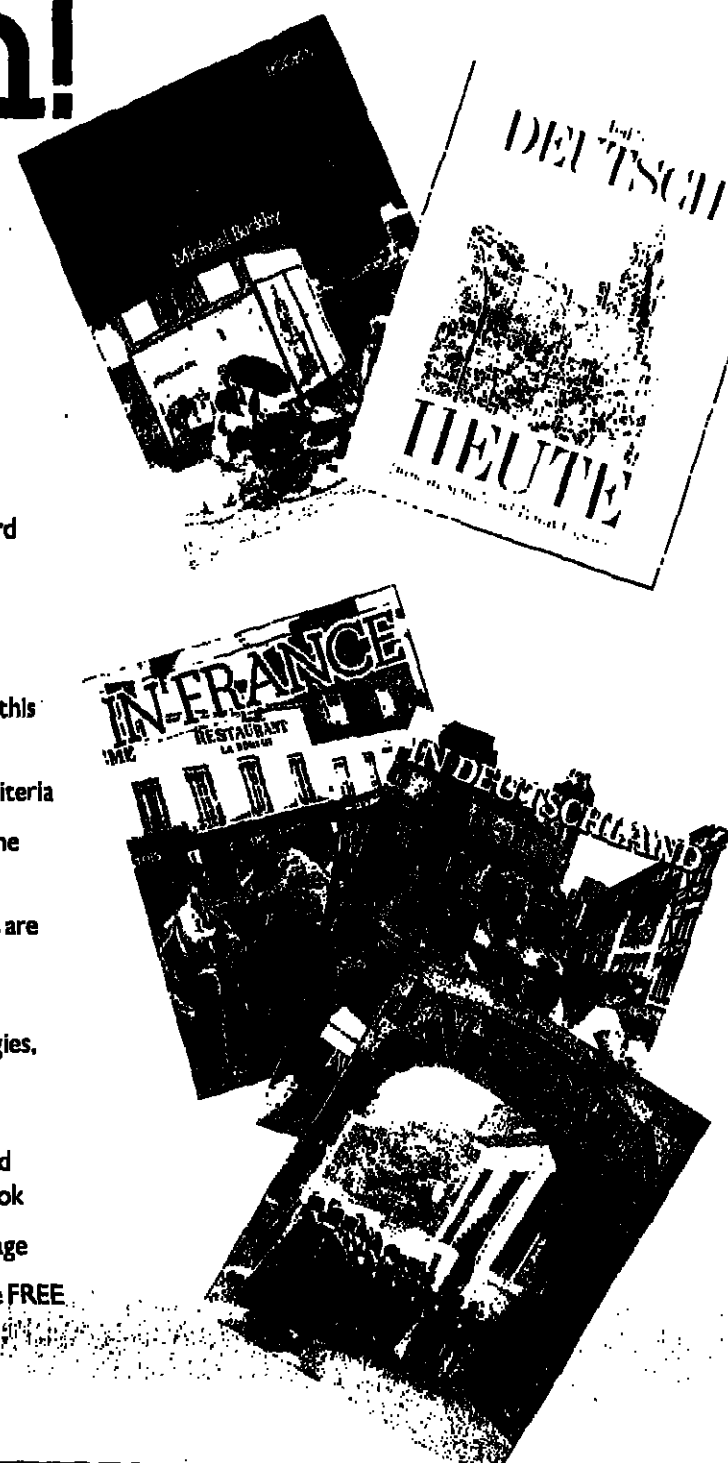
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EXTRA

On being beaten into shape

Jane Last samples an advanced ski course in the French Alps



Skil maintenance: waxing the skis for a smooth fast finish

And in this position our hips had mobility (mobile hips are very important) above all we seemed to be in control. In one day years of bad habits were finally being eroded.

That evening a friend told us of her first day's skiing. With one instructor at the top of a small slope, and another at the bottom she had waited with 30 beginners and in two hours skied the same 10 yards three times.

Chalky White operates his courses in conjunction with Skiscope for just eight people, using the sound coaching techniques employed by international ski racers. And Les Arcs 1800, a mere twinkle in the architect's eye when local lad Jean-Claude Killy was festooning himself with gold medals, affords all the convenience of a purpose-built resort. There are no buses to catch trains to catch telecables here; everyone is within a five minute walk of the lifts. The modern wood apartments, shops and restaurants don't lack character while the delicatessens, patisseries and charcuteries are a true haven for the discerning palate in a world dominated by the Big Mac.

It snowed gently the next day as we concentrated on our steering, rotating our legs, carving our turns on one foot to eliminate skid and "overcoming adverse emotions" - fear! And Russell perched precariously in the middle of the piste and filmed every move we made.

Later, instead of touring the bars and night spots of the villages, we sat huddled over the video in Chalky's room, like Narcissus over his pool. But Narcissus admired himself and we were testing ourselves to pieces. The video was a revelation, and not a pleasant one!

In the next days of blizzards we finally gave up straining our eyes and wiping our goggles and skied with closed eyes, a friend close behind telling us when to turn. It was, apparently, good for the balance. The yellow and black flags warned of avalanche danger and the mountains echoed with explosions as they were blasted down.

Our last lesson was ski maintenance. We learned to sharpen the edges of our skis, to drip melted P-tex into the bottoms and iron on hot wax to make a smooth fast finish. And on the final day we were filmed again. And we felt a little more akin to Narcissus as we poured over the video that night.

Skiscope, Grosvenor Hall, Bournemouth, Dorset, tel: (0444) 49921. One week in Les Arcs £135-£185. Self-catering apartments. Chalky White Ski Courses, Rock Cottage, Chalky White, nr Andover, tel: (0242) 820228. One week's course £80.



Braganza, a gem of a town

The other Portugal

continued
cock, which is often used today as a symbol of Portugal. The legend relates the story of a pilgrim on his way to Santiago de Compostela who although innocent, was accused of theft and condemned to be hanged. He is alleged to have sought the protection of St James and noticing the judge's repeat of roast cock he declared that in order to prove his innocence the cock would stand up and crow. The miracle occurred and he was set free.

Travelling up the Douro valley from Porto, itself a busy bustling modern town, whose medieval heart contains many fine buildings, one soon reaches port wine country where all the slopes of the river are festooned with vines to make port for Britain, as the Sandemans and Cockburn advertisements proudly testify. Regus, the city from which the wine was and is sent down the valley to Porto, is a useful centre for exploring the province of the Trás-os-Montes (the land between the mountains). The town is the centre of a beautiful mountainous area. Nearby are Lamego with its medieval castle, fine cathedral and replicas of the Bom Jesus; Vila Real, with its well-known car racing circuit and with the Mateus Rose manor nearby; Amarante, on a hillside overlooking the Tamego river and some interesting small towns such as Resende and St Joao da Pesqueira. Because of the poor condition of the roads it is much more difficult to penetrate further inland, but the journey to Braganza or Chaves well repays the effort entailed. It is possible to travel by infrequent train alongside of the most picturesque routes in Europe, or even to take a plane to the airfield near Braganza, but the beautiful scenery is best seen by car. Braganza, where it is advisable to stay if possible at the excellently situated Pousada de Sao Bartolomeu, is a gem of a town. The imposing castle and town walls of the medieval town are still intact, as is the old town outside the walls. The Domus Municipalis, the oldest town hall in Portugal, erected in the 12th century with a water system underneath, is evocative of the governments of past times. It is a town for browsing and absorbing the atmosphere of another age long gone. At least the dawn chorus of cocks crowing, dogs barking and the general hubbub of county life ensures that the visitor rises early. An early-morning call is especially important if one is visiting the national park of the Serra da Montezinho, one of the most unspoilt areas of natural beauty in Europe.

At present, Portugal is cheap for foreign visitors who should take advantage to eat out as the food, although plain, is good and wholesome. The visitor is recommended, in addition to the wide variety of fish and sea food dishes, to try at least once the local dish made with tripe and beans, which has a taste all of its own.

August is a very good month to visit the northern provinces as this is the season of fiestas and all the towns and often quite small villages have their celebrations. These take the form of civic and religious processions with the fire brigade well to the fore, fireworks displays, concerts and general festivities often lasting several days.

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Skiing with the best of them

David Wickers at St Moritz - Club Med style

It was if you'd said you drove a Ferrari, stalked deer at Balmoral and bought your underwear at Harrods. To tell anyone you are off on a ski holiday is cliché enough but to go to St Moritz, the undisputed Ritz of the Alps, is quite another matter. In keeping with its upper echelon image, the trains to St Moritz arrive to a small army of lackeys in white gloves and peaked caps, with hotel names embroidered in gold across the bands, standing beside a fleet of purring black limos. The town, predictably, is full to the seams with *objets* for people who have the enviable hassle of having to cope with ludicrous amounts of both time and money.

Club Med is here with the best of them, exclusively occupying two hotels, the Roi Soleil and the Queen Victoria, both legacies of the town's earlier regal patronage (though neither Louis nor Victoria were known for their kick turns, except in their politics). Despite its popular reputation of doing nothing very much in a variety of hot exotica, Le Club carries the distinctive Gallic brand of holidaymaking to the ski slopes of France, the USA and Italy as well as Switzerland.

Although still little known to the majority of British winter sports, or summer loafers come to that, Club Med is the world's largest tour operator with more than 100 villages scattered throughout the globe (villages meaning hotels as well as the thatched primeval variety of accommodation). Close your eyes and think of an international, much more middle class and highly stylized Buitins, with miraculous food and free wine, and you get an inkling of what Club Med holidays are all about.

I stayed at the Roi Soleil, which has one of the most international of demographic profiles, an important consideration for anyone who suspects that they might find the French ambience too Gallic for their liking. In my week there were some 18 nationalities in residence, including 10 other British and about 30 English speakers, all especially welcomed at dinner when 'trying to swap "who dares wins" tales of ski bravado.

All levels and kinds of skiing are catered for at Club Med. At the

multi-lingual introductory meeting the village *Chef* (the chief as distinct from the chef, who is also called *Chef* just to confuse matters), showed a film of people on the slopes in various stages and states of movement. Having identified with one or other levels of ability or disability, the new week's quota of skiers then enrolled the class relevant to their skills. All the instructors then paraded on stage in a fashionable display of woolly jumpers and skin tight pants, introduced by the *Chef* according to their class grade and star sign. I could have drawn, say, Sandy from Aspen, Colorado, personally recommended to the job by Jean-Claude Kilby, but unfortunately didn't on account of her higher level of proficiency.

St Moritz, with its backdrop of Alps and the immediate Corviglia and Corvatsch mountains, is synonymous with good, high grade downhill slopes. Individual Club Med groups make daily forays up the funicular and down the various runs, usually staying up the top for lunch at the Club's own private mountain huts. These tranquil chalets turn into a midday madhouse when scores of quilted folk stomp in from the cold like a school of beached whales and indulge in a great deal more falling down in the restaurants than on the slopes. Every few minutes there is a resounding wallop as a ski boot falls to grip the run between the table and the cheese board and you begin to realize why insurance premiums for skiers are so high.

One of the major plusses about a Club Med ski holiday is that, unlike the majority of British winter sports, brochures, theirs offers both downhill and cross-country skiing, the latter being my own penchant (or tombant) and the only reason I didn't get Sandy from Aspen. St Moritz is perfectly poised for this lesser known, less expensive, less risky and generally less flashy version of the sport. It lies in the Engadine Valley, scene of an annual XC marathon that attracts 10,000 competitors who demand a 10-track wide, 40km long trail, all along the valley, the winter wonderland equivalent of spaghetti junction. The Valley is level going for most of the way and an excellent runway for novices (ex-

cept on Marathon Day, when some travelling at less than 100 mph is liable to be chopped finer than Le Châli onions).

Cross-country skiing is still a minority activity among the British but, globally speaking, it is by far the most popular form of skiing. This is because, through the sheer necessity of people living in northern Europe, Canada and the USSR have to move from one snowbound community to the next in the midst of their winters. It is also the most ancient of the two skills - downhillers first took the slopes in the 1930s but these are 4,000-year-old cave paintings that depict hunters lunging down the snow-covered slopes in the back of their minds.

For today's leisure market, it is a perfect alternative to cross-country. 90 degree slopes with your own somewhere in the back of your mind or up the most beautifully remote valleys, past a farm or two and an occasional hotel where you can wash on Swiss dumplings on warm and sunny verandahs, joined by others who make the journey on horse drawn sleighs. Since the main valley is so densely served by public transport, including train, you can easily explore the area in the space of a week.

Although Club Med prices are a first seen excessive, from roughly £100 a week, they are highly competitive when you calculate the cost of all the lift passes, instruction and evening entertainment by the multi-lingual *organisateur* - the Club Med guide (or his employees) which are all included in the Club package. Usually charged as extras by other companies, and then there's the unlimited wine and food which is a bit as excellent as the brochure promises. In fact, come to think of it, if you are planning to do winter sports at Club Med just *how* to do cross-country and off those excesses.

Hence it emphasizes the range and type of skiing available at each one. As skiers themselves are seen giving their views, the video resembles holiday programmes on television, but, having an anonymous narrator instead of a familiar presenter, lacks their personal touch.

The reports are interspersed with ski tips - as is mentioned on the packaging - and by commercials, which come as a surprise as they are not.

Overall, however, it gives a clear brief impression of each resort and what skiing is like, so is particularly useful for first-timers.

A similar cassette covers 12 French resorts. Both are accompanied by a small booklet about the resorts and the four operators which go there.

Gillian Thomas

Available in VHS or Betamax for five days rental from Ski Promotions, Park House, 40 Battersea Park, London SW11 4NB.

Ski video

Ski Focus Austria is a 60-minute video guide to 20 resorts in the Austrian Alps. Independently produced by Ski Promotions, it includes not only the attractions but also drawbacks such as long lift queues or awkward walks from hotels to slopes.

Describing them as pretty valley villages, it stresses that they and their après-ski are always basically similar.

EXTRA

Unforgettable Tyrol

Clive Spinney on a ski resort with no snags

Seefeld, situated on a plateau high above the Inn valley in the Austrian Tyrol, offers something new in school winter sports holidays. A former venue for the Winter Olympics, and for the World Ski Championships in 1985, it was chosen by chance by Kingsthorpe Upper School, Northampton, when the school was let down at short notice by a travel company going into liquidation.

To meet i.e.a. regulations governing school visits abroad this holiday had to be booked through Thomas Cook of Northampton, with their usual guarantees. It was offered by Henry Edwards (European Travel) Ltd, a registered ABTA tour operator, who then arranged the trip with their Austrian representative and a Kingsthorpe contact in Seefeld. Since the experiment has been made available to other interested schools.

The Consumers Association "Holiday Watch" (May 1984) in an article on school skiing trips highlighted a number of causes for concern, none of which, surprisingly, apply to Seefeld:

1. The accommodation is all within easy reach of the village centre and ski slopes.
2. The hotels and pensions are usually of two or three-star quality with children accommodated in two, three and sometimes four-bedded rooms, most of which have their own private facilities.
3. Ski classes number no more than 11 children plus accompanying staff and adults (not exceeding 14 in total). All receive five full days ski tuition, comprising two hours in the morning and two hours in the afternoon, given by some of Austria's finest English-speaking instructors. The skis, sticks and boots are of excellent quality and are the same as those hired out to adults throughout the season.

A free inspection holiday, without obligation, is available in the week beginning the March 22, 1986, with

bargain price coach or air travel readily available.

5. The number of free places to staff is a standard five for 44 children, giving a very attractive pupil/teacher ratio. Since accompanying adults pay the same rate as the children there is often a better ratio than this. The prices are based on a full coach of 49 passengers, which schools may share with valuable assistance from the tour operators, although for a small supplement small groups may prefer to travel by air. I can vouch for the popularity of air travel, which involves a one-and-a-half-hour flight from Gatwick, Heathrow, or local airport to Munich and a two-hour coach or train journey to Seefeld, close to the German frontier.

How much does all this cost? Unbelievably less than £200 in December, and March, now the concession to Northamptonshire schools has been extended nationwide.

It is not intended to increase prices in 1986/87, but confirmation will appear in the Schools' Skiing Holiday Information package available at the end of January 1986. An unusual and attractive feature is that no deposit monies are required. A single payment eight weeks prior to departure, allowing schools to keep the interest on the monies they hold, is all that is required. If the children's payments (normally staggered) are invested, in excess of £250 accrues on the interest over a period of seven months. Insurance cover operates from the date of payment. Deposits and earlier payments may be made, of course, but it is accepted that school trip organizers and reputable tour operators will honour written agreements without penalty. There is a no surcharge guarantee with each full coach.

It is now customary for prices to be fully inclusive of "school gates" to resort and return by luxury British coaches fitted with on-board

washroom and toilet, video and soft drinks bar. En route meals are not provided, but there are frequent stops and most children take packed meals from home for the outward leg and stock up at the local supermarket for the return. The total journey time is approximately 22 hours from Northampton, with arrival timed for early morning. The coach remains in the resort for the duration of the holiday and may be used, free of charge, for optional excursions, perhaps to Innsbruck, the capital of the Tyrol, only a 30-minute journey away. If more demanding skiing conditions are required, then the small resort of Kufail, with runs from 2,400m a feature, is only a 30-minute journey away. This resort is open until the end of April and, being within easy reach of the Stubai, offers an unrivalled snow guarantee.

The price also includes a five-day ski pass, allowing unlimited use of all the lifts on the north-facing instruction slopes, both during and out of school hours. Insurance cover, specially designed for school winter sports holidays, also includes cover for money held in trust by staff in respect of children's pocket money and extends the Public Liability section to include the i.e.a., the school governing body and party organizer.

Recognition must be given to the fact that more time is spent off the slopes than on them and Seefeld has a variety of easily accessible après-ski facilities, starting with the magnificent Olympic Sports Stadium, with its heated indoor and outdoor pools, sauna and solarium, skating and curling rinks. The Stadium also offers, through its Nordic Ski School, opportunities to engage in the increasingly popular cross-country or langlauf skiing, with ever 15km of marked trails. In addition, there are eight tennis courts, six fully automatic bowling lanes, squash, tobogganing and ski bobsled. Riding is held in two international indoor arenas.

Clustered round the church in the centre of the village are numerous cafes and hotels offering traditional Austrian hospitality, but including modern live entertainment and discos. There is a popular British pub - the Britannia - that serves to children only those drinks specified by staff. Fortunately, there is no reciprocal arrangement!

It is to be hoped that the physical and social skills acquired on a schools' winter sports holiday will provide many unforgettable experiences for all who participate. Seefeld is a resort that fulfils these promises for beginner and experienced skier alike. Further information may be obtained from Henry Edwards (European Travel) Ltd, 881 Green Lanes, London N21 2QS Tel: 01-980 9891.

Ski choice

European Ski Resorts. By Robin Mead. B T Batsford £9.95. 0 7134 4582 3

Finding a resort is the easy part of planning a ski holiday. But choosing now, that is a another story. The very wealth of choice makes a tough job of selecting the most appropriate resort for specific circumstances, tastes, abilities and pockets. Even for the seasoned skier, perhaps looking for a somewhat a little different, the possibilities are mind-boggling.

Somewhat, without churning out a vast, unwieldy volume, Mr Mead has produced a guide to European skiing which, though never intended to

be fully comprehensive, leaves out very little of importance. He takes the reader on a country by country tour that finishes in Scotland, chatting briefly about the idiosyncrasies and charms of each and throwing in tips about local dishes and beverages with a smattering of anecdotes and gentle humour.

All the main resorts are discussed, as well as many lesser-known ones, with an admittedly subjective look at their suitability for families, beginners, experts, carousers, browsers, and even for non-skiers, especially in France, where some resorts offer a much more general winter holiday. Mr Mead's selection is largely determined by what's available from British tour operators, but by no

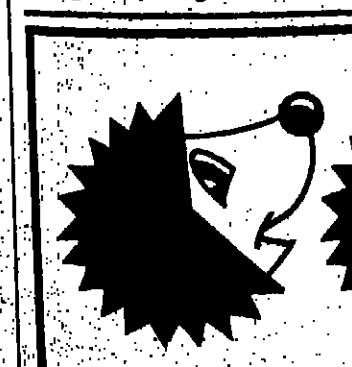
means exclusively so, and he gives many insights into enticing little spots off the beaten track.

The book is attractively set out, with plenty of appetite-whetting illustrations - although the picture captions (not, I would guess, the work of the author) are sadly banal and sometimes absurdly wrong.

However, it should be particularly useful for serious holiday planning, and handy, I imagine, for anybody who organizes school ski trips. It could also be a great summer comfort to the enthusiast, banned by the family from playing his or her Ski Sunday video tapes for a few days.

Recommended.

Simon Reynolds



Short stays in France from £57
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Ski in France (9 days) from £192
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KENYA

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Combining sun, sea and safari with a first-hand view of the Kenyan educational system, KUONI TRAVEL, one of UK's leading tour operators have arranged a special holiday exclusive to readers of The Times Educational Supplement. It will offer an experience to satisfy the educationalist, the explorer and the hedonist in you.

Arrangements have been specially made to visit various schools in Kenya. You will have the opportunity to compare Shimo La Tewa School in Mombasa - one of the coast's leading secondary schools - with a rural primary school in the bush to be visited whilst on safari somewhere between Amboseli and Tsavo. Also planned is a visit to the much-acclaimed Siracha Boys Centre - one of the miracles of modern Kenya.

The holiday includes scheduled flights from Heathrow and return, and a week's accommodation at half board at the first class Nyali Beach Hotel in Mombasa - a 5-day safari in tailor-made vehicles, staying at superbly appointed lodges (all with swimming pools) in Kenya's finest game reserves; and a visit to the capital city Nairobi.

Your holiday accommodation:

PANAFRIC HOTEL, NAIROBI

This modern hotel is impressively situated at the top of Kenyatta Avenue among lush trees and colourful shrubs, just over half a mile from the city centre. Among the main attractions are the large swimming pool, the Flamingo Terrace Garden bar, and dancing in the main restaurant most evenings. Each room has a private bath or shower, air-conditioning, radio and telephone.

NYALI BEACH HOTEL, MOMBASA

One of Kenya's best known first-class hotels, this is situated four miles north of Mombasa in extensive grounds leading directly to a palm-fringed white sand beach. The attractive lounge/cocktail bar is fully air-conditioned for guests' comfort and relaxation and the restaurants are renowned for their excellent seafood and international cuisine. There is a large swimming pool with a generous sun bathing area, a tennis court, watersports facilities and the nearby Nyali Golf Club to which temporary membership is available to hotel guests.

SAFARI LODGES AT AMBOSELI, NGULIA AND VOI

These superb lodges set in wild and spectacular scenery make wonderful havens after a day's game viewing. All rooms have en-suite W.C., hot and cold water and each lodge has a swimming pool. After dinner you can sit on the terrace overlooking the lighted waterhole listening to the sounds of the night whilst waiting for some passing game and sipping your favourite drink.

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Who else?

EXTRA

The land of Dracula

Simon Reynolds discovers the advantages of Romania

Vlad the Impaler was Transylvania's downhill champion three times in the 15th century, and came by his nickname through habitual carelessness with his ski poles. Today, when you go skiing in the Carpathian forests of central Romania you can, and should, take an afternoon off to visit his hilltop home. There you can gaze over the village of Bran and imagine yourself swooping like Vlad, in his better known but no more accurate guise of Dracula, on to the pale neck of some foolish maiden wandering abroad after the lifts have closed.

Now vampires are not a feature of many skiing holidays, and when I tell you that in the vast, spooky forests about the resort of Poiana Brasov there are also wolves (recovering from near extinction), bears (hibernating) and lynx as well as foxes and the other more familiar European animals, I hope you feel some suggestion of the strangeness and romance lurking beneath the cold political ice of that rather wonderful country.

Of course, as anywhere else, you're not likely to see much wildlife (still less be troubled by it, unless you start something) but you never know your luck if you keep your eyes open. And the vampires have taken redundancy and fled, but Hourmont, the package holiday company which started operating in Romania this winter and gave the press a look at the beginning of this month, makes trips available from the resort to Bran Castle, now a museum

steeped in atmosphere and contrasts. Back in Poiana, you find yourself in a resort strikingly different from those of the Alps. The reason is simple: state control. Ideological considerations aside, this has its own set of practical advantages and disadvantages, principally for the tour operator but reflected in conditions for the holidaymaker.

Hourmont's Paul Dawson summed it up as greater flexibility at the price of market choice (among coach companies, for example). The flexibility shows through in, for instance, vouchers which can be used at a restaurant in the resort (with a small supplement for particularly lavish meals) - a neat way of enhancing the value of your all-in package.

It is quite a pretty little resort, purpose-built with the hotels styled on the fir tree shape, but is very spread out and therefore not, perhaps, as cosy as it might have been. In addition, nobody lives there: at the end of their shifts the staff all go back down the valley to Brasov (Romania's second city), or to their villages. This is done for environmental reasons, or so I was told, but one result is that Poiana is a little soulless. However, you can say as much for some French resorts, and it is a minor consideration with the customers if the skiing is good.

And I did like Poiana's mountain. The skiing is not very extensive but there are exciting bits and fun bits, although it is not the resort for the

biase expert who claims to exhaust the possibilities of a particular slope with one run.

The 10 identified pistes cover the difficulty spectrum pretty well, with three blue, two red and four black (there are more reds on the piste map, but some are listed as black in the key). And that doesn't tell the whole blue story, because you can ski the mountain, from top to bottom, on blue - always a nice fillip for a beginner.

One of the bigger surprises of our visit was the number of people who could speak excellent English in a country with such limited outside contact. And those who know no English are very likely to understand French or German.

Hourmont has taken exclusive use of the Hotel Caraiman, having persuaded the Romanian authorities to add a clubhouse and ski store/workshop for the benefit of the clients, mostly school parties. The company was also at pains to point out extra fire precautions that it had installed, such as smoke alarms.

We were also given a brief look at Sinaia, where Hourmont has taken space in the Hotel International. Sinaia is town on the main Bucharest-Brasov road and with its own light industry, but boasting a jolly good mountain.

There is less easy skiing than in Poiana, with only two blues in a list of 12 pistes, but there is a good nursery area at the top (2,000 metres up and a



The fortress of Bran

trifle exposed to the wind) as well as a big, safe bowl for steady progression (even into off-piste). Down the front of the mountain there is some nice, challenging black stuff to the 1,400-metre level, and when the snow is good, a couple of reds on down to the town. Each section is served by cable car, and there is a road to 1,400.

Both resorts offer cross-country skiing plus the usual range of activities (disco, eating, night-clubs, swimming, skating, eating again, sleigh riding) albeit in a distinctive Romanian fashion which will sometimes surprise the Westerner, and is always suitable for youngsters - there were children of all ages watching the night-club show that we visited. It was very much a mixed ability performance, too, but I'm afraid talent gets few breaks under communist bureaucracy.

What Sinaia offers that Poiana does not is architecture: just to wander around looking at the houses, many of which are unusual, lovely and well-reflecting the turbulent influences that have pressed upon the region from east and west down the centuries.

To sum up, either resort will give you a holiday with a big difference, and a safe one, too: avalanches are said to be almost unknown, especially in Poiana, where the skiing is all below the tree line. It is another world out there, where the charm, the hospitality and sense of tradition can sweep you off your feet. Tending to keep you depressingly upright is a disturbing awareness of that paradoxical mountain, the state, whether or not you prefer to ignore it. You can sense its clumsy paw knocking things out everywhere.

It is not a malevolent presence, at least for the tourist - although the airport is rather daunting - but you have to decide whether it will give you anything to do with it. My own feeling is yes, go to Romania; take your own skiing there and have a nice education.

BRIEFLY...
Poiana Brasov: Two cable cars, two two-person gondolas, six drag lifts. Total capacity 4,350 people an hour. Height range 1,020 to about 1,700 metres.
Sinaia: Four cable cars, two drag lifts, four drag lifts, two nursery runs. Total capacity 3,220 people an hour. Height range 1,000 to 2,000 metres. Currency: Lei and bani (100 bani = 1 lei). Approx exchange: 16 lei = £1.

Hourmont Sales and marketing manager, David Elliott, Brunel House, 40-42 Strand, London WC2N 5LE. Tel: 01-838 8890.

Romanian National Tourist Office, 1 Gloucester Place, London W1. Tel: 01-838 8890.

Bormio is the larger and is better intermediates and experts. As before, ancient farming centre, it has a real charm, with cobble streets as well as some smart shopping arcades, and a lively and informal nightlife. Bormio Holidays has a scheme called "Bormio Holidays" whereby if you have one to travel with, you can stay at a hotel with people in the same situation, sharing a room and saving a single-room supplement into the bargain. Bormio and Cervinia are the 17 Austrian and Italian resorts used, on selected departure dates.

For more information contact:
Austria Tours, 10 Spencer Street, 3 Albans, Hertfordshire AL3 5EG. Tel: (0727) 38191.
Ski Lovers, 20 Craven Terrace, London W2. Tel: 01-258 0177.
Mogul Ski Tours, Royal Clarence Station Parade, Harrogate, North Yorkshire. Tel: (0423) 6512.
John Morgan Travel, Meon House, Petersfield, Hampshire GU33 3JL. Tel: (0730) 68621.
Activity Travel, 12 Ryeview Place, Edinburgh EH4 1HN. Tel: 01-351 9457.
Blue Sky Holidays, Blue Sky House, London Road, East Orpington, Kent SE8 1HU. Tel: (0424) 20001.
Phoenix Holidays, Twyman House, 4th Floor, 16 Bonny Street, London NW1. Tel: (01) 485 3515.

PRIMARY EDUCATION

continued

NEWHAM

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NEWSCROFT INFANT SCHOOL

4000 R.A., London E16 4BD

Head Teacher: Miss M.B. Haddon

Number on roll: 110 infant 60

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TEACHER Scale 1

Required April 1986. An enthusiastic Infant Teacher required to join a lively and co-operative team.

Visits welcome by appointment. Social Priority Allowance.

Application forms (s.a.e.) available from The Acting Director of Education, Newham Education Office, 79-81 High Street, Stratford, E15 4RD. Equal Opportunity Authority. (1955) 110020

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LONDON BOROUGH OF NEWHAM

ST. HELEN'S R.C. J.M.I.

SCHOOL, London E13 8DD

Head Teacher: Sister Mary T. Faragh

Number on roll: 286 + 60 place

Teacher to co-ordinate science and computer studies. 5

AS 800N AS POSSIBLE.

A teacher to co-ordinate science and computer studies. Applicants should be practising Catholic Teachers. Certificate of Approval.

Visits welcomed.

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NEWHAM

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CLOSING DATE: 14TH FEBRUARY, 1988.

ST. DAVID'S R.C. (AIDED) SCHOOL (11-16 mixed comprehensive
900 on rail), Cowley Road, Acton, Middlesbrough, Cleveland
TS5 7EY.

Head Teacher

(Group 10)

Applications are invited from suitably qualified and experienced
teachers for the post of Head Teacher from September, 1988, of the
school built in 1970, and situated in a pleasant residential area.
Applicants for this post should be practising Catholics.

Forms of application and further details are available from the
County Education Officer, Education Offices, Woodlands Road,
Middlesbrough, Cleveland TS1 3BN (Telephone Middlesbrough

Scale 3 Computer Studies/ Information Technology
Required for Summer Term 1988, a teacher to be responsible for the department. Information Technology forms part of the curriculum for all pupils in years 1-3 and GCSE Courses are well established.

Application forms and further details obtainable from and resume to the Head Teacher at the school.

PRINCIPAL
(Principal Designate for first year)
**LOUGHBOROUGH BURLEIGH COMMUNITY
COLLEGE**

Group (a) + £2351 Community Education Allowance + £873 Boarding Allowance

Applications are invited from suitably qualified and experienced teachers for the post of Principal (Principal Designate for first year during present Principal's secondment) of this Leicestershire Plan 14-19 Upper School and Community College with approximately 13 pupils on roll. This post is available from September 1986, to become the post of Principal in August 1987.

Application forms and further details from Director Education, County Hall, Glenfield, Leicester LE3 8R (SAE please) to whom applications should be returned by no later than 7th February 1986.

1986

EQUAL OPPORTUNITIES POLICY: Applications are welcome from suitably qualified and experienced teachers regardless of race, disability, sex or marital status.

Cheshire

VICTORIA COMMUNITY HIGH SCHOOL
Ludford Street, Crewe

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The post will become vacant at Easter 1986 when the present Headteacher takes up another position. Most of the buildings of the 11-16 Mixed Comprehensive were opened in 1982 and the rest are modernised. The new buildings are part of a large ambitious complex shared with the Borough Council who are partners in its community and educational use. The authority hopes to appoint a candidate sympathetic to community developments but with wide experience in education and proven management skills.

Application form and further particulars are obtainable from the District Education Office.

2LL upon receipt of a stamped addressed envelope. Closing date for receipt of applications is 18th February 1988.

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SECONDARY ART & DESIGN

continued

HAVERING

LONDON BOROUGH OF HAVERING
Havering Park School
Havering Park, Havering
Tel: 0474 24124
Required from April 1986
Headteacher: Mrs. K. Phillips, B.A. (Hons.), N.P.H.E.
Scale 1 Teacher of Art for the summer term only. This post will involve examination work to 6th year level.
Letters of application enclosing full curriculum vitae and names of two referees should be sent to the Headteacher as soon as possible.
(1985/86) 131220

Scale 1 Posts

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
Comprehensive School
Barking, Dagenham
(Roll 1,500)
April or sooner if possible: An enthusiastic teacher of Design to work in a multi-media Design area. Experience of one or more of the following would be useful: Graphic Design, Technical and Computer Design, Education principles, Design Education principles, an advantage but not essential. Scale 1 plus £1,038 annum. Inner London Allowance.
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An equal opportunity employer. (1985/86) 131222

BROMLEY

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COOPERS SCHOOL

Chislehurst, Kent BR7 5PS

An enthusiastic teacher of Art required from April 1986 for one term only at this six-form entry, co-educational, comprehensive school. Scale 1.

Application forms are available at the school (enclosed s.a.s. please) to complete and return by 11th February 1986.
(1985/86) 131222

THE RAMSEY SCHOOL

Conington, Cambs. CB23 7JH

(Roll 1,000)

From April/May, maternity leave, full capability range, including Level 2. Two-dimensional Design in Lower School.

Teacher of Ceramics to take over from April 1986. Maternity leave, full capability range, including Level 2. Two-dimensional Design in Lower School.

Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

KENT

COUNTY COUNCIL

EDUCATION DEPARTMENT

VINTERS BOYS' SCHOOL

Westerham, Kent, TN11 9JH

Required from April 1986. Full capability range, including Level 2. Two-dimensional Design in Lower School.

Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

KIRKLEES

METROPOLITAN COUNCIL

EDUCATION SERVICES

RAWHORTH SCHOOL

Rawthorpe, Leeds LS17 7JH

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Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

LEICESTERSHIRE

COUNTY COUNCIL

WINCHESTER ROAD

Winchester Road, Leicester LE2 5PR

Required from April 1986. Full capability range, including Level 2. Two-dimensional Design in Lower School.

Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

LEICESTERSHIRE

COUNTY COUNCIL

WINCHESTER ROAD

Winchester Road, Leicester LE2 5PR

Required from April 1986. Full capability range, including Level 2. Two-dimensional Design in Lower School.

Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

LEICESTERSHIRE

COUNTY COUNCIL

WINCHESTER ROAD

Winchester Road, Leicester LE2 5PR

Required from April 1986. Full capability range, including Level 2. Two-dimensional Design in Lower School.

Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

MERTON

LONDON BOROUGH OF

EDUCATION DEPARTMENT

WINTERS BOYS' SCHOOL

Westerham, Kent, TN11 9JH

Required from April 1986. Full capability range, including Level 2. Two-dimensional Design in Lower School.

Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

OXFORDSHIRE

COUNTY COUNCIL

WOODSTOCK SCHOOL

Woodstock, Oxford, OX20 1JH

Required from April 1986. Full capability range, including Level 2. Two-dimensional Design in Lower School.

Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

THE KING ALFRED SCHOOL

Est. 1898

This independent, mixed, rational, day school (4-18 years) current roll 452 is looking for a dynamic, young woman or man to be its

DIRECTOR OF COMPUTING

from Easter, 1986, to run the one-year-old Elliott-Medway Computab and computing throughout the age range. A wonderful opportunity for an energetic person who has ideas and initiative, responds to the challenge of autonomy, and enjoys working with a wide range of children and adults. Salary: Burnham plus Outer London; scale entirely negotiable.

Application form and further details as soon as possible from the Head, The King Alfred School, North End Road, London, NW11 7HY. Telephone: 01-455 9601

Please enclose a stamped, addressed envelope.

Careers

Scale 2 Posts and above

CAMBRIDGESHIRE

(Equal Opportunity Employer)

HUNTINGDON AREA

ERNULF COMMUNITY SCHOOL

Barnford Road, St. Neots, Huntingdon, Cambs. (1985/86) 131222

LEICESTERSHIRE

COUNTY COUNCIL

WINCHESTER ROAD

Winchester Road, Leicester LE2 5PR

Required from April 1986. Full capability range, including Level 2. Two-dimensional Design in Lower School.

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Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

NORTH TYNESHIRE

METROPOLITAN COUNCIL

EDUCATION SERVICES

RAWHORTH SCHOOL

Rawthorpe, Leeds LS17 7JH

Required from April 1986. Full capability range, including Level 2. Two-dimensional Design in Lower School.

Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

LEICESTERSHIRE

COUNTY COUNCIL

WINCHESTER ROAD

Winchester Road, Leicester LE2 5PR

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Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

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COUNTY COUNCIL

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Winchester Road, Leicester LE2 5PR

Required from April 1986. Full capability range, including Level 2. Two-dimensional Design in Lower School.

Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

ENNER

EDUCATION SERVICES

RAWHORTH SCHOOL

Rawthorpe, Leeds LS17 7JH

Required from April 1986. Full capability range, including Level 2. Two-dimensional Design in Lower School.

Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

WALTHAM FOREST

EDUCATION SERVICES

RAWHORTH SCHOOL

Rawthorpe, Leeds LS17 7JH

Required from April 1986. Full capability range, including Level 2. Two-dimensional Design in Lower School.

Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

WALTHAM FOREST

EDUCATION SERVICES

RAWHORTH SCHOOL

Rawthorpe, Leeds LS17 7JH

Required from April 1986. Full capability range, including Level 2. Two-dimensional Design in Lower School.

Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

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Rawthorpe, Leeds LS17 7JH

Required from April 1986. Full capability range, including Level 2. Two-dimensional Design in Lower School.

Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

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Rawthorpe, Leeds LS17 7JH

Required from April 1986. Full capability range, including Level 2. Two-dimensional Design in Lower School.

Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

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Rawthorpe, Leeds LS17 7JH

Required from April 1986. Full capability range, including Level 2. Two-dimensional Design in Lower School.

Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

WALTHAM FOREST

EDUCATION SERVICES

RAWHORTH SCHOOL

Rawthorpe, Leeds LS17 7JH

Required from April 1986. Full capability range, including Level 2. Two-dimensional Design in Lower School.

Application forms and details from the Headteacher (S.A.S. please). (1985/86) 131222

SECONDARY CRAFT DESIGN & TECHNOLOGY continued

RICHMOND UPON THAMES

(An Equal Opportunity Employer)
WHITTON SCHOOL
 Pavey Road, Whitton,
 Twickenham, Middlesex
 TW2 6JW

Second in charge of Department of CRAFT, Technology (Scale 2 plus Outer London Allowance)

The successful candidate will join a team of specialist staff in a very well established department. Facilities for excellent design and technology are available in a modern suite of very well equipped multi-material workshops and graphics rooms, plus advanced provision of technical laboratories for established TVEI Technology courses.

Forms (10 copies a.e.p. please) from Director of Education, Regent House, London Road, Twickenham TW2 6JW, or to the Headteacher at the school by Monday 10th February 1986. (18464) 132120

SUTTON LONDON BOROUGH OF

GREENSWAY HIGH SCHOOL
 Greensway Road, Sutton,
 Surrey
 SM1 3DY
 Tel: 01-891 2080

Purpose built, 11-18 mixed comprehensive, 150 in Sixth Form.

TECHNOLOGY SCALE 2
 An enthusiastic teacher of C.D.T. is required for April 1986. The subject is taught through a design and technology approach. The successful candidate will be expected to teach and extend the development of this work.

A link course with the Science Department exists to teach and extend the development of this work.

The successful candidate will join a team of four experienced teachers and technicians in excellent facilities/workshops, including design and technology rooms.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18465) 132120

Scale 1 Posts

BARKING AND DAGENHAM LONDON BOROUGH OF

COMPREHENSIVE SCHOOL
 Gosfield Road, Dagenham,
 Essex
 (Roll 1,500)

Required for April 1986 or sooner if possible, an enthusiastic teacher of Craft, Design and Technology to become member of a large department.

C.D.T. is part of the core curriculum and the successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18466) 132120

ESSEX

MOULHAM HIGH SCHOOL
 Moulham Road, Chelmsford CM2 8BZ
 Tel: (0464) 360101 (Roll 1,500)

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18467) 132120

MANCHESTER

Education Department
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18468) 132120

Further details and application forms available from Chief Education Officer for School (T), Town Hall, 64-66, Kent Street, London EC2A 3TE (please enclose 10p stamp). Closing date 10th February 1986.

(18469)

BEDFORDSHIRE EDUCATION SERVICE

WATFORD HIGH SCHOOL
 Watford Road, Watford,
 Herts. WD17 2JL
 N.O.R. 1150

Required for September or October 1986, a well qualified teacher of C.D.T. in this school for children with moderate difficulties.

The school has a CSE course in design and technology. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18470) 132122

A well qualified teacher of C.D.T. is required for April 1986. The subject is taught through a design and technology approach. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18471) 132122

BERKSHIRE
KENNET SCHOOL
 Kenney Lane, Thatcham,
 Wiltshire, RG26 4AA
 Tel: 01235 81111

Required for September 1986, a well qualified teacher of C.D.T. in this school for children with moderate difficulties.

The school has a CSE course in design and technology. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18472) 132122

CUMBRIA
COUNCIL
SOUTHFIELD SCHOOL
 Needham Drive, Workington
 CA14 3SE

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18473) 132122

ESSEX
GOSFIELD SCHOOL
 Gosfield Road, Dagenham,
 Essex
 (Roll 1,500)

Required for April 1986 or sooner if possible, an enthusiastic teacher of Craft, Design and Technology to become member of a large department.

C.D.T. is part of the core curriculum and the successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18474) 132120

ESSEX
MOULHAM HIGH SCHOOL
 Moulham Road, Chelmsford CM2 8BZ
 Tel: (0464) 360101 (Roll 1,500)

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18475) 132120

MANCHESTER
Education Department
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18476) 132120

MANCHESTER
Education Department
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18477) 132120

MANCHESTER
Education Department
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18478) 132120

MANCHESTER
Education Department
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

HAMPSHIRE

THE HURST SCHOOL
 Basingstoke Road, Basingstoke,
 Hants. RG23 5NL
 N.O.R. 1150

Required for September 1986, a well qualified teacher of C.D.T. in this school for children with moderate difficulties.

The school has a CSE course in design and technology. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18479) 132122

HAMPSHIRE
THE RICHARD ALDORTH SCHOOL
 Western Way, Basingstoke
 RG26 4AA
 Tel: 01235 81111

Required for September 1986, a well qualified teacher of C.D.T. in this school for children with moderate difficulties.

The school has a CSE course in design and technology. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18480) 132122

HAMPSHIRE
ST GEORGE'S SCHOOL
 Wexley Close, Basingstoke
 RG23 5NL
 Tel: 01235 81111

Required for September 1986, a well qualified teacher of C.D.T. in this school for children with moderate difficulties.

The school has a CSE course in design and technology. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18481) 132122

HERTFORDSHIRE
ST GEORGE'S SCHOOL
 Wexley Close, Basingstoke
 RG23 5NL
 Tel: 01235 81111

Required for September 1986, a well qualified teacher of C.D.T. in this school for children with moderate difficulties.

The school has a CSE course in design and technology. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18482) 132122

HERTFORDSHIRE
TOWNSEND CHURCH OF
 St Albans, Herts.
 AL1 1JH
 Tel: 01438 55111

Required for September 1986, a well qualified teacher of C.D.T. in this school for children with moderate difficulties.

The school has a CSE course in design and technology. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18483) 132122

KENT
COUNCIL
EDUCATION DEPARTMENT
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18484) 132120

KENT
COUNCIL
EDUCATION DEPARTMENT
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18485) 132120

KENT
COUNCIL
EDUCATION DEPARTMENT
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18486) 132120

KENT
COUNCIL
EDUCATION DEPARTMENT
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

OXFORDSHIRE

WATFORD HIGH SCHOOL
 Watford Road, Watford,
 Herts. WD17 2JL
 N.O.R. 1150

Required for September 1986, a well qualified teacher of C.D.T. in this school for children with moderate difficulties.

The school has a CSE course in design and technology. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18487) 132122

OXFORDSHIRE
THE RICHARD ALDORTH SCHOOL
 Western Way, Basingstoke
 RG26 4AA
 Tel: 01235 81111

Required for September 1986, a well qualified teacher of C.D.T. in this school for children with moderate difficulties.

The school has a CSE course in design and technology. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18488) 132122

OXFORDSHIRE
ST GEORGE'S SCHOOL
 Wexley Close, Basingstoke
 RG23 5NL
 Tel: 01235 81111

Required for September 1986, a well qualified teacher of C.D.T. in this school for children with moderate difficulties.

The school has a CSE course in design and technology. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18489) 132122

OXFORDSHIRE
TOWNSEND CHURCH OF
 St Albans, Herts.
 AL1 1JH
 Tel: 01438 55111

Required for September 1986, a well qualified teacher of C.D.T. in this school for children with moderate difficulties.

The school has a CSE course in design and technology. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18490) 132122

OXFORDSHIRE
COUNCIL
EDUCATION DEPARTMENT
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18491) 132120

OXFORDSHIRE
COUNCIL
EDUCATION DEPARTMENT
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18492) 132120

OXFORDSHIRE
COUNCIL
EDUCATION DEPARTMENT
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18493) 132120

OXFORDSHIRE
COUNCIL
EDUCATION DEPARTMENT
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18494) 132120

OXFORDSHIRE
COUNCIL
EDUCATION DEPARTMENT
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18495) 132120

ISLE OF MAN

ST. NINIAN'S HIGH SCHOOL
 Douglas
 Tel: 01624 55111

Required for September 1986, a well qualified teacher of C.D.T. in this school for children with moderate difficulties.

The school has a CSE course in design and technology. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18496) 132122

ISLE OF MAN
THE RICHARD ALDORTH SCHOOL
 Western Way, Basingstoke
 RG26 4AA
 Tel: 01235 81111

Required for September 1986, a well qualified teacher of C.D.T. in this school for children with moderate difficulties.

The school has a CSE course in design and technology. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18497) 132122

ISLE OF MAN
ST GEORGE'S SCHOOL
 Wexley Close, Basingstoke
 RG23 5NL
 Tel: 01235 81111

Required for September 1986, a well qualified teacher of C.D.T. in this school for children with moderate difficulties.

The school has a CSE course in design and technology. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18498) 132122

ISLE OF MAN
TOWNSEND CHURCH OF
 St Albans, Herts.
 AL1 1JH
 Tel: 01438 55111

Required for September 1986, a well qualified teacher of C.D.T. in this school for children with moderate difficulties.

The school has a CSE course in design and technology. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18499) 132122

ISLE OF MAN
COUNCIL
EDUCATION DEPARTMENT
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18500) 132120

ISLE OF MAN
COUNCIL
EDUCATION DEPARTMENT
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18501) 132120

ISLE OF MAN
COUNCIL
EDUCATION DEPARTMENT
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18502) 132120

ISLE OF MAN
COUNCIL
EDUCATION DEPARTMENT
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18503) 132120

ISLE OF MAN
COUNCIL
EDUCATION DEPARTMENT
 Technology Scale 1

Required for September 1986, a well qualified teacher in a modern school with a large department of Craft, Design and Technology.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18504) 132120

CAMBRIDGESHIRE

WATFORD HIGH SCHOOL
 Watford Road, Watford,
 Herts. WD17 2JL
 N.O.R. 1150

Required for September 1986, a well qualified teacher of C.D.T. in this school for children with moderate difficulties.

The school has a CSE course in design and technology. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18505) 132122

CAMBRIDGESHIRE
THE RICHARD ALDORTH SCHOOL
 Western Way, Basingstoke
 RG26 4AA
 Tel: 01235 81111

Required for September 1986, a well qualified teacher of C.D.T. in this school for children with moderate difficulties.

The school has a CSE course in design and technology. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date 17th February 1986. (18506) 132122

CAMBRIDGESHIRE
ST GEORGE'S SCHOOL
 Wexley Close, Basingstoke
 RG23 5NL
 Tel: 01235 81111

Required for September 1986, a well qualified teacher of C.D.T. in this school for children with moderate difficulties.

The school has a CSE course in design and technology. The successful candidate will be expected to teach and extend the development of this work.

Apply by letter to the Headteacher enclosing C.V. and names and addresses of two referees. Closing date

SECONDARY HISTORY

continued

Scale 1 Posts

BRENT

LONDON BOROUGH OF

KINGSWAY HIGH (MIXED)

Princes Avenue, NW9 7JR

Tel: 01-454 8111

(Roll: 1700, 200 in Sixth)

Required for Easter 1986

Enthusiastic

Teacher (Scale 1) able to

teach the subject up to 'A'

level. Applicants should indicate

special areas of interest in the

subject.

London Allowance of

£1,038 per annum is payable.

Front is an Equal Opportunity

Employer.

Unless otherwise stated

application forms (SAE) obtainable

from the Head Teacher.

Returnable within 14 days.

(0855) 13592

COVENTRY

CITY OF COVENTRY

ASSISTANT TEACHER

Required Easter 1986 at..

BINLEY PARKIN

COMPREHENSIVE

SCHOOL

Brandon Road, CV3 2AT

Tel: 0203 447010

(1,076 on roll)

HISTORY, Scale 1

Well qualified to take

16-18 year olds and possibly

work as well as Junior History.

Experience in the subject.

Council work would be an

advantage.

Apply by letter together

with full curriculum vitae

and names and addresses of

two referees to the Head

Teacher, Binley Parkin

Comprehensive School,

Brandon Road, CV3 2AT

(0855) 13592

DORSET

SEAFOUR MIXED SCHOOL

B55 5RD, Bournemouth

(Age range 11-16)

Teacher of History to C.S.E.

level. Applicants should

indicate special areas of

interest in the subject.

Apply by letter to Head

Teacher, Seafour Mixed

School, B55 5RD, Bournemouth

(01425) 13592

ESSEX

CHALVEDON SCHOOL

Barnet Avenue, Pitsa

Tel: 01439 55555

(Roll: 1,000)

HISTORY SCALE 1

Required for Easter 1986

Enthusiastic

Teacher (Scale 1) able to

teach the subject up to 'A'

level. Applicants should indicate

special areas of interest in the

subject.

London Allowance of

£1,038 per annum is payable.

Front is an Equal Opportunity

Employer.

Unless otherwise stated

application forms (SAE) obtainable

from the Head Teacher.

Returnable within 14 days.

(0855) 13592

NEWHAM

LONDON BOROUGH OF

BARON MORNELL SCHOOL

Princes Avenue, NW9 7JR

Tel: 01-454 8111

(Roll: 1,700, 200 in Sixth)

Required for Easter 1986

Enthusiastic

Teacher (Scale 1) able to

teach the subject up to 'A'

level. Applicants should indicate

special areas of interest in the

subject.

RICHMOND

UPON THAMES

LONDON BOROUGH OF

RICHMOND UPON THAMES

(An Equal Opportunity

Employer)

WHITTON SCHOOL

Twickenham Road, Twickenham

Tel: 01-894 8111

(Roll: 1,700, 200 in Sixth)

Required for Easter 1986

Enthusiastic

Teacher (Scale 1) able to

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COVENTRY

CITY OF COVENTRY

ASSISTANT TEACHER

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KNOWSLEY

ALL SAINTS SCHOOL

A new mixed RC Comprehensive

school to commence in

September 1986. Group 11

1,200 Boys and Girls on roll.

Required for September

1986

Enthusiastic

Teacher (Scale 1) able to

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Teacher, Seafour Mixed

School, B55 5RD, Bournemouth

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Barnet Avenue, Pitsa

Tel: 01439 55555

(Roll: 1,000)

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Required for Easter 1986

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level. Applicants should indicate

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subject.

London Allowance of

£1,038 per annum is payable.

HEREFORD

AND WORCESTER

COUNTY COUNCIL

HEREFORD, THE BISHOP

Bluecoat School

Tupley, Hereford HR1 1UU

(Voluntary Aided, Mixed)

11-16, 1150 pupils

Teacher of

NEEDLECRAFT (Scale 1)

A lively and imaginative

teacher of needlecraft

Scale 1 is required from

September 1986, to be

responsible for the subject.

Further details available

from the Headmaster.

(Please send SAE to: The

Headmaster, Bluecoat School,

Tupley, Hereford HR1 1UU

(0432) 13592

HUMBERSIDE

COUNTY COUNCIL

EDUCATION DEPARTMENT

RULL DIVISION

RULL DIVISION

Thorpe Road, Hull

Head: J. G. Lewis, M.A.

Required for Easter, Scale

1, to teach Home Economics

and Needlecraft. The

successful candidate will

be responsible for the

subject up to 'A' level.

Further details available

from the Headmaster.

(Please send SAE to: The

Headmaster, Rull Division,

Thorpe Road, Hull

(0482) 13592

SOUTH GLAMORGAN

COUNTY COUNCIL

EDUCATION DEPARTMENT

Cheshire

Applications from suitably qualified and experienced teachers for the following posts funded by the Home Office under Section 11 of the Local Government Act, 1966. Staff will work under the general direction of a Team Co-ordinator, and will be assigned to schools within the town of Burton upon Trent in order to meet the special needs of ethnic minority pupils.

N. J. FITTON
Director of Education

HEADS OF DEPARTMENT

HEAD OF COMPUTER DEPARTMENT - Scale 3
Barnes School, 11-18, 1023 pupils, 1011 Form.
Comprehensive 11-18, 1023 pupils, 1011 Form.
Required in April to take over the School, including 'A' level.
Closing date 11th February 1986. Please enclose 3 A.E.

HEAD OF TECHNOLOGY - Scale 3

Barnes School, 11-18, 1023 pupils, 1011 Form.
Required in April to take over the School, including 'A' level.
Closing date 11th February 1986. Please enclose 3 A.E.

SCALE 2 POSTS & ABOVE

MATHEMATICS - Scale 2
Barnes School, 11-18, 1023 pupils, 1011 Form.
Required in April to take over the School, including 'A' level.
Closing date 11th February 1986. Please enclose 3 A.E.

SCALE 1 POSTS

PHYSICS AND INTEGRATED SCIENCE
Alport Comprehensive, Hasall Road, Alport, ST7 2JH. Tel: 01829 3221.
Physics Graduate required for September 1986, to take over the School, including 'A' level.
Closing date 11th February 1986. Please enclose 3 A.E.

PHYSICS
Huddersfield County High, Hales Lane, Worsley, Warrington W14 4LS.
Tel: 01275 61868. 11-18 mixed comprehensive, 1130 on roll.
Required for April 1986. Examination work to 'A' level available.
Application forms should be returned as soon as possible.

MATHEMATICS (Temporary)
Huddersfield County High, Hales Lane, Worsley, Warrington W14 4LS.
Tel: 01275 61868. 11-18 mixed comprehensive, 1130 on roll.
Required for April 1986. Examination work to 'A' level available.
Application forms should be returned as soon as possible.

PHYSICS
Barnes School, 11-18, 1023 pupils, 1011 Form.
Required in April to take over the School, including 'A' level.
Closing date 11th February 1986. Please enclose 3 A.E.

FRENCH WITH GERMAN (Temporary)
Winfred Verdie Comprehensive, High Street, Winsford.
Mixed 11 to 18 years. 1030 on roll.
Required for September 1986, a graduate capable of teaching Physics to public examination level and Integrated Science throughout the lower school.
Closing date 11th February 1986. Please enclose 3 A.E.

CHEMISTRY
Barnes School, 11-18, 1023 pupils, 1011 Form.
Required in April to take over the School, including 'A' level.
Closing date 11th February 1986. Please enclose 3 A.E.

Leicestershire

COUNTERTHORPE COLLEGE

Winchester Road, Countertorpe, Leicestershire LE8 3PR
(14-18 Upper)

Head: Mr. C.A. Evans
Roll: 1086

Required from Easter 1986.

Countertorpe is an established innovative school which is entering a new phase of development. Consequently, five new posts have been created. The persons appointed will have specific responsibilities and will form a team and work together to plan the curriculum over the next few years. The College has successfully developed a student-centred curriculum and is committed to helping young people achieve independence and self-confidence by providing strong tutorial support.

Senior Teacher: Curriculum

To help lead the development of a more equitable curriculum for all students; one that is anti-racist, anti-sexist, provides a wider multicultural perspective than at present and offers an appropriate balance of shared and individual experience which can be multi-disciplinary as well as subject based. An active concern for the effects of gender on subject choice and on performance is a pre-requisite.

Head of Science: Scale 4

To co-ordinate a new integrated science curriculum which is an area targeted for resources, extending the interests of girls is essential.

Head of Mathematics: Scale 4

To co-ordinate extensive new initiatives in Maths, an area which has a priority for resources. It is of prime importance to promote the achievements of girls.

Head of English: Scale 4

To co-ordinate and develop established courses. English is linked closely with Humanities.

Head of Design and Technology: Scale 4

To co-ordinate a range of courses in Art, Craft Design and Technology. A number of imaginative, new developments are under way. These include TVEI, an Art Centre and an Enterprise Centre. It is vital that this area be made more relevant to girls.

Please contact the Headteacher for further details and application forms (BAE).

Applications are welcome from suitably qualified and/or experienced people, regardless of race, ethnic origin, religion, sex, marital status or disability.

SECONDARY SCIENCE

continued

CAMBRIDGESHIRE

EQUAL OPPORTUNITY EMPLOYMENT

BRETTON WOODS COMMUNITY SCHOOL
Flaxland, Bretton, Peterborough PE3 0DF.
Tel: Peterborough 266975

11-18 (and Comprehensive)
Group 11

Principal: Mr J.L. Gribble.

Required for September 1986 or earlier.

PHYSICIST/APPLIED SCIENTIST - SCALE 1

An enthusiastic and well qualified person who would welcome the opportunity to be involved in the development of science and technology courses 14-18.

The T.V.E.I. school has already established science and technology courses 14-18 and is looking to build on this foundation.

PHYSICIST/CREMIST - SCALE 1

An enthusiastic and well qualified person who would welcome the opportunity to be involved in the development of science and technology courses 14-18.

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HAVERING

LONDON BOROUGH OF HAVERING

THE PART OF MARY ROSE SCHOOL
11-18, 1023 pupils, 1011 Form.
Required in April to take over the School, including 'A' level.
Closing date 11th February 1986. Please enclose 3 A.E.

Headteacher: Mr J.L. Gribble.

Required for September 1986 or earlier.

PHYSICIST/APPLIED SCIENTIST - SCALE 1

An enthusiastic and well qualified person who would welcome the opportunity to be involved in the development of science and technology courses 14-18.

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The T.V.E.I. school has already established science and technology courses 14-18 and is looking to build on this foundation.

PHYSICIST/CREMIST - SCALE 1

HOUNSLOW

LONDON BOROUGH OF HOUNSLOW

THE PART OF MARY ROSE SCHOOL
11-18, 1023 pupils, 1011 Form.
Required in April to take over the School, including 'A' level.
Closing date 11th February 1986. Please enclose 3 A.E.

Headteacher: Mr J.L. Gribble.

Required for September 1986 or earlier.

PHYSICIST/APPLIED SCIENTIST - SCALE 1

An enthusiastic and well qualified person who would welcome the opportunity to be involved in the development of science and technology courses 14-18.

The T.V.E.I. school has already established science and technology courses 14-18 and is looking to build on this foundation.

PHYSICIST/CREMIST - SCALE 1

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The T.V.E.I. school has already established science and technology courses 14-18 and is looking to build on this foundation.

SECONDARY OTHER THAN BY SUBJECT continued

Scale 1 Posts

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)

RICHMOND UPON THAMES COLLEGE
(TERTIARY)
Senior Lecturer Construction & Civil Engineering.
For details refer to Further Education Section (19136) 140022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)

RICHMOND UPON THAMES COLLEGE
(TERTIARY)
Lecturer 1 Construction & Civil Engineering.
For details refer to Further Education Section (19138) 140022

SURREY
EDUCATION COMMITTEE
GODALMING SIXTH FORM COLLEGE
Tusley Lane, Godalming GU7 1RS
(N.O.R. 1030)
Required for April 1986. Temporary. Full-time. The post is initially a one-term appointment to teach A and O Level Science.

Further details can be obtained from the Principal, whom completed applications should be returned within a fortnight of the appearance of this advertisement. 140022 (19409) 140022

SHROPSHIRE EDUCATION COMMITTEE Equal Opportunities Employer

SHREWSBURY SIXTH FORM COLLEGE
Priory Road, Shrewsbury

Required for the beginning of the summer term 1986. The post holder will be responsible for the teaching of Mathematics Scale 1 to 'A' level.

Further details available from the Principal (S.A.E.) to whom letters of application should be sent as soon as possible. 140022 (19505)

SURREY
EDUCATION COMMITTEE
GODALMING SIXTH FORM COLLEGE
Tusley Lane, Godalming GU7 1RS
(N.O.R. 1030)

Required for April or September 1986. Full-time. The post holder will be responsible for the teaching of Mathematics Scale 1 to 'A' level.

Further details available from the Principal, to whom completed applications should be returned within a fortnight of the appearance of this advertisement. 140022 (19409) 140022

WIGAN
METROPOLITAN BOROUGH EDUCATION COMMITTEE
LECTURER GRADE IN ELECTRICAL ENGINEERING
For further details see under Colleges of Further Education (19489) 140022

Special Education

Headships

AVON COUNTY HEADSHIP

WINDSOR SCHOOL
Windsor, Wiltshire
Required for this school for pupils aged 5-16 with moderate learning difficulties. Salary in accordance with 1985-86. 140022

Further details and application forms available from the Director of Education, PO Box 57, Avon House North, St James Street, Bristol BS99 7ES. (Please enclose a recent photograph.)

CAMBRIDGESHIRE
(Equal Opportunity Employer)
Huntingdon Area

PEVRY ROAD SCHOOL
Cromwell Road, St. Neots, Huntingdon, Cambs.
Applications are invited for the post of Head of the Group (A8 Special School) from September 1986.

Application forms and further details from the Senior Area Education Officer, Cambs. Education Office, 100, Market Street, Huntingdon, Cambs. PE26 1AA. 140022

HERTFORDSHIRE
HILLTOP SCHOOL
Webb Lane, Stevenage, Herts. SG1 5OL
Required for Easter 1986. Head Teacher for this well-established mixed school, providing day and boarding places for children aged 7-12 with emotional and behavioural difficulties.

Application forms and further details from the Director of Education, The Grange, High Street, Stevenage SG1 3AA. (S.A.E. please). Closing date 17th February 1986. (19128)

ROYAL NATIONAL INSTITUTE FOR THE BLIND
Amalgamation of Chorleywood College and Worcester College for the Blind

Appointment of Head-Designate (Group 7 (s))

The Royal National Institute for the Blind, and the Governing Boards of Chorleywood College and of Worcester College for the Blind have, jointly, approved the establishment, in the present premises of the Worcester College for the Blind, of a co-educational residential school, which will replace the existing establishments. The new school will provide for approximately 120 visually handicapped pupils, in the 11-19 age range; the tradition of academic excellence established in the two existing colleges will be maintained. It is anticipated that the appointment of Head-Designate will be effective from 1st May 1986 (or by negotiation, subject to individual circumstances); the target date for the implementation of the merger is September 1987.

Application form and further details are available from: J.N. McManus, Project Co-ordinator (Merger), Education Department, Royal National Institute for the Blind, 224 Great Portland Street, London W1N 8AA (Closing date for receipt of applications: 17th February 1986)

HOUNSLOW
THE MARJORY KINNON SCHOOL
Horton Road, Bedford, Middx. TW14 9QZ
Tel: 01-890 2032
Headteacher: Mr. D.J. Harris M.Ed. BA

Required from Easter 1986:
1. Deputy Headteacher (Group 7S) for this special school for pupils aged 4½-17 years with moderate learning difficulties. Applications are invited from well-qualified teachers with broad experience of children with special needs either in special or mainstream schools. An interest in the developing role of the special school and experience of curriculum development are essential to this post. The ability to offer teaching skills in one of the following areas would be advantageous, though not essential - Leisure activities, Computer assisted learning, Science.

2. Teacher Scale 1 + SSA to work with pupils in the Senior Department of the school and to take responsibility for the organisation of Boys' P.E. and Games in that department. Experience of children with special needs would be beneficial though a genuine interest in, and a desire to learn about learning difficulties is equally important.

Informal visits to the schools are desirable and should be arranged by telephone with the Headteacher.
Application forms and further details available from the Director of Education, Chis Centre, Lampton Road, Hounslow TW5 4DN to whom they should be returned by 10 February 1986.
LONDON ALLOWANCE: £678 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER (19841)

HOUNSLOW

LINDON BENNETT DAY SPECIAL SCHOOL
for pupils with severe learning difficulties
Main Street, Harworth, Middx. TW13 5ET
Tel: 01-899 0478
No. on roll: 84. Age 2-11 (non-ambulant children 2-18 years)
Headteacher: Mrs. A.M. Griffiths

DEPUTY HEAD TEACHER (GROUP 4S)
(required from Easter/Summer 1986)
Applications are invited from well-qualified and experienced teachers to help lead an enthusiastic team of staff in curriculum development. An interest in Multi-Handicapped children of various ages would be advantageous.

This is an excellent opportunity for a person with enthusiasm to develop professionally. Candidates should clearly indicate their areas of special ability and experience.

If you wish to visit the school before applying, please telephone the Headteacher to arrange an appointment.
Application forms and further details available from the Director of Education, Chis Centre, Lampton Road, Hounslow TW5 4DN to whom they should be returned by 10 February 1986.
LONDON ALLOWANCE: £678 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER (19842)

ROCHDALE

AN EQUAL OPPORTUNITY EMPLOYER
HIGH BIRCH SPECIAL SCHOOL
Bolton Road, Rochdale. Tel: Rochdale 31752
DEPUTY HEAD TEACHER (GROUP 7 (S))
High Birch School is a Group 7 (S) for pupils aged 2-10 years who have special needs and live in Rochdale and its surrounding areas.
The school is situated on the outskirts of the town, adjacent to the local golf course and Springfield Park. The main school was built in 1984 and has specialist facilities for the teaching of craft, domestic science and pottery. The school was extended to include a Nursery Unit in the late 1980's, to improve secondary aged accommodation in the 1970's and to provide accommodation for a further Education Unit in the 1980's. Staffing consists of one Head Teacher, one Deputy Head Teacher, nineteen teachers and six N.N.E.s.
Application forms and further particulars can be obtained on receipt of a SAE from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale and should be returned to the Head Teacher at the school, duly completed by 11th February 1986.
All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request. (19276)

ROCHDALE
EDUCATION DEPARTMENT
AN EQUAL OPPORTUNITY EMPLOYER
Services for hearing-impaired children
BROOKS HILL COLLEGE
PRIMARY SCHOOL
Newcastle Road, Leyland, Lancashire
Lancaster LA1 5WY
UNIT FOR HEARING-IMPAIRED CHILDREN
TEACHER OF THE HEARING-IMPAIRED
SCALE 1 + S.S.A. or 2a according to experience
Qualified teacher of the hearing-impaired required for the primary unit for profoundly deaf children. This unit provides a natural approach to language and communication development and is integrated with the rest of the school.
Further details and application forms available from the Headteacher, Mrs. A. Evans. (19447) 140022

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Qualified teacher of the hearing-impaired required for the primary unit for profoundly deaf children. This unit provides a natural approach to language and communication development and is integrated with the rest of the school.
Further details and application forms available from the Headteacher, Mrs. A. Evans. (19447) 140022

LEICESTERSHIRE COUNTY COUNCIL
An Equal Opportunity Employer
Services for hearing-impaired children
BROOKS HILL COLLEGE
PRIMARY SCHOOL
Newcastle Road, Leyland, Lancashire
Lancaster LA1 5WY
UNIT FOR HEARING-IMPAIRED CHILDREN
TEACHER OF THE HEARING-IMPAIRED
SCALE 1 + S.S.A. or 2a according to experience
Qualified teacher of the hearing-impaired required for the primary unit for profoundly deaf children. This unit provides a natural approach to language and communication development and is integrated with the rest of the school.
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PRIMARY SCHOOL
Newcastle Road, Leyland, Lancashire
Lancaster LA1 5WY
UNIT

INDEPENDENT EDUCATION continued

HAMPSHIRE
WINCHESTER COLLEGE
A teacher of Mathematics is required for September 1986. For further particulars please apply to the Headmaster, Winchester College, Hampshire SO23 9LX. (18731)

HARROGATE COLLEGE
Independent Public School for Girls (450, mainly boarding).
MATHEMATICS TEACHER. Graduate required for September 1986. To teach Mathematics to Ordinary and Advanced Levels of GCE. Interest in computer studies would be an advantage. Burnham Scale 3 responsibility allowance available for a suitably qualified and experienced candidate. Further particulars from the Headmaster, Harrogate College, Harrogate, Yorkshire HG1 3QQ (Tel: 0433 504545) to whom applications should be addressed together with full C.V. and the names and addresses of two referees. (18685)

LANCASHIRE

BOLTON SCHOOL
Girls' Division.
Chorley New Road, Bolton, Lancs. BL1 4PR
USA. Asst. Principal (150 girls) - 200 Sixth Form.

MATHEMATICS
Teacher required for September 1986. Graduate to teach Mathematics from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous.

Letter of application (two forms) together with C.V. and details of two referees to the Headmaster, immediately. Closing date 10th February. Further details available. (18344)

LONDON NW1

CLARENCE SCHOOL
Independent Public School for Girls (150 pupils).
Required in April or September 1986. Graduate to teach Mathematics from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

Inner London (Weighting according to the experience) possibly Scale 1 in the event of a September appointment being made. A temporary appointment will be available for a suitable applicant.

Please apply for either post to the Headmaster, with C.V. and details of two referees, to the telephone numbers of two referees. (18450) 18344

LONDON SW15

35 Putney Hill, London SW15
Required for Summer Term 1986. Graduate to teach Mathematics from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

LONDON

UNIVERSITY COLLEGE (HAMPSTEAD)
(HMC, 320 boys, 200 in the Sixth)

There will be a vacancy in September 1986 for a graduate to teach Mathematics from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

A willingness to assist with games will be an additional recommendation. Salary will depend on experience. UCS has its own salary scale. Applications with names and addresses of two referees should be sent to the Headmaster, University College, University College, NW5 5XN. (15730) 18344

WESTMINSTER SCHOOL

There will be a vacancy in September 1986 for a man or woman to teach Mathematics throughout the school. Further details available. (18344)

Applications, together with the names of two referees, should be sent to the Headmaster, Westminster School, 17 Dean's Yard, London SW1P 3PS. (18344)

LONDON

FOREST GIRLS' SCHOOL
Near Barnes, London E17
(Eppl Forest area)
Girls School (360 pupils, 11-18)

Preparatory School, I.A.P.S. (180 pupils) to A level. Co-educational Sixth Form. All parts of the school are on the same site and share major facilities.

Graduates (either new entrants or returning) should be required for September 1986 to teach Mathematics from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

Outer London allowance payable. Assistance with accommodation possible. Apply with C.V. and names of two referees to the Headmaster, Forest Girls' School, Eppl Forest, London E17 3PS. (18344)

MORAY GORDONSTOUN SCHOOL
(Co-educational boarding, 180 pupils)

A well qualified graduate is required for September 1986 to teach Mathematics from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

NORTHAMPTONSHIRE

QUINCE SCHOOL
Northamptonshire
Required for September 1986. Graduate to teach Mathematics from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

Applications, including the names of two referees, should be sent to the Headmaster, Quince School, Quince, Peterborough PE6 3EN. (18344)

A willingness to assist with games will be an additional recommendation. Salary will depend on experience. UCS has its own salary scale. Applications with names and addresses of two referees should be sent to the Headmaster, University College, University College, NW5 5XN. (15730) 18344

OXFORDSHIRE

ST. EDWARD'S SCHOOL
Mathematics
Required in September 1986. Graduate to teach Mathematics from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

Applications, together with the names of two referees, should be sent to the Headmaster, St. Edward's School, Oxford OX2 7NN. When applying, please include details of salary and names of two referees. (19081)

PORTSMOUTH

PORTSMOUTH GRAMMAR SCHOOL
H.M.C. INDEPENDENT DAY SCHOOL
CO-EDUCATIONAL SIXTH FORM

Books for September 1986. Graduate to teach Mathematics from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

Apply by letter, with full C.V. and names and addresses of two referees, to the Headmaster, Portsmouth Grammar School, High Street, Portsmouth, Hants. (18344)

RICHMOND UPON THAMES
St. Catherine's Senior School
Cross Deep Twickenham TW1
Tel: 01-891 2898

Required for September 1986. Graduate to teach Mathematics from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

MORAY GORDONSTOUN SCHOOL
(Co-educational boarding, 180 pupils)

A well qualified graduate is required for September 1986 to teach Mathematics from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

SUFFOLK

CULFORD SCHOOL
Bury St Edmunds, Suffolk
Required for September 1986. Graduate to teach Mathematics from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

Applications, including the names of two referees, should be sent to the Headmaster, Culford School, Bury St Edmunds, Suffolk. (18344)

SUFFOLK
Required for September 1986. Graduate to teach Mathematics from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

Apply with full C.V. and names of two referees to the Headmaster, Culford School, Bury St Edmunds, Suffolk. (18344)

SUFFOLK
Required for September 1986. Graduate to teach Mathematics from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

SURREY

CHARTERHOUSE
Independent Public School for Boys (1,200 pupils, 11-18)

Required for September 1986. Graduate to teach Mathematics from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

Applications, including the names of two referees, should be sent to the Headmaster, Charterhouse, Godalming, Surrey. (18344)

SURREY
Required for September 1986. Graduate to teach Mathematics from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

Apply with full C.V. and names of two referees to the Headmaster, Charterhouse, Godalming, Surrey. (18344)

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Apply with full C.V. and names of two referees to the Headmaster, Charterhouse, Godalming, Surrey. (18344)

Modern Languages

HEAD OF DEPARTMENT
Required for September 1986. Graduate to teach Modern Languages from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

Applications, including the names of two referees, should be sent to the Headmaster, Charterhouse, Godalming, Surrey. (18344)

HEAD OF DEPARTMENT
Required for September 1986. Graduate to teach Modern Languages from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

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LONDON

WILLIAM AINSWORTH SCHOOL
Independent Public School for Boys (1,200 pupils, 11-18)

Required for September 1986. Graduate to teach Modern Languages from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

Applications, including the names of two referees, should be sent to the Headmaster, William Ainsworth School, London. (18344)

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INDEPENDENT EDUCATION continued

EDINBURGH
MERCHISTON CASTLE SCHOOL
Boys' Boarding School 330 on roll

Seeking for September 1986 a well qualified non-graduate to teach French up to and including O level and Oxford and Cambridge entrance.

Ability to teach a second language - German or Spanish - an advantage. Willingness to participate fully in the life of a boys' boarding school essential.

Married or single accommodation may be provided. Merchiston salary scale. Please apply with curriculum vitae and the names of two referees to the Headmaster, Merchiston Castle School, Edinburgh EH13 9PU from whom further details may be obtained. (18595) 183594

HARROGATE COLLEGE
Independent Public School for Girls (450, mainly boarding).
TEACHER OF FRENCH. Graduate, required for September, second in department. Regularly qualified to teach French from GCSE to A level. Salary: Enhanced Burnham Scale 2 responsibility allowance available for a suitably qualified candidate. Further details from the Headmaster, Harrogate College, Harrogate, Yorkshire HG1 3QQ (Tel: 0433 504545) to whom applications should be addressed together with full C.V. and the names and addresses of two referees. (18685)

LONDON NW11
Teaching post available at the Menagh Grammar School, Bayswater, London NW11 8PG, as from September 1986. Scale posts negotiable. Interested applicants should send curriculum vitae, with references, to the Headmaster, Menagh Grammar School, Bayswater, London NW11 8PG. (18495) 183594

LONDON
PORT SCHOOL
Near Epsom, Surrey, London E17
H.M.C. LA'S
Good non-graduate graduate to teach French from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

PORT SCHOOL
Near Epsom, Surrey, London E17
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H.M.C. LA'S
Good non-graduate graduate to teach French from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

RUTLAND

OAKHAM SCHOOL
H.M.C. Independent, Co-educational, Boarding Day, 950 pupils 11-18

TEACHER OF FRENCH
A vacancy has arisen for a full-time teacher of French to teach from GCSE to A level up to O level. An interest in pastoral care and a willingness to participate in the general life of the school is essential.

Letters of application together with full C.V. and names of two referees (and requests for further details) should be sent to the Headmaster, Oakham School, Chapel Close, Oakham, Rutland LE15 6DT. (18513) 183594

SOMERSET
WELLS CATHEDRAL SCHOOL
H.M.C. Co-educational Boarding & Day School
TEACHER OF FRENCH
There will be a vacancy for a full-time teacher of French to teach from GCSE to A level up to O level. An interest in pastoral care and a willingness to participate in the general life of the school is essential.

Letters of application together with full C.V. and names of two referees (and requests for further details) should be sent to the Headmaster, Wells Cathedral School, Wells, Somerset BA8 2BT. (18513) 183594

SOMERSET
KING'S COLLEGE
Taunton Somerset
Co-educational Boarding & Day School, 1,300 pupils, 11-18
TEACHER OF FRENCH
A vacancy has arisen for a full-time teacher of French to teach from GCSE to A level up to O level. An interest in pastoral care and a willingness to participate in the general life of the school is essential.

Letters of application together with full C.V. and names of two referees (and requests for further details) should be sent to the Headmaster, King's College, Taunton, Somerset TA1 1JX. (18110) 183594

SOMERSET
MILLFIELD SCHOOL
Co-educational boarding school of 1,200 pupils, 11-18
TEACHER OF FRENCH
A vacancy has arisen for a full-time teacher of French to teach from GCSE to A level up to O level. An interest in pastoral care and a willingness to participate in the general life of the school is essential.

Letters of application together with full C.V. and names of two referees (and requests for further details) should be sent to the Headmaster, Millfield School, Taunton, Somerset TA1 1JX. (18110) 183594

SOMERSET
GUILDFORD HIGH SCHOOL
(Church School Co., Ltd.)
London Road, Guildford, Surrey GU1 1JX

Required for September 1986. Graduate to teach French from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

SOMERSET
GUILDFORD HIGH SCHOOL
(Church School Co., Ltd.)
London Road, Guildford, Surrey GU1 1JX

Required for September 1986. Graduate to teach French from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

SOMERSET
GUILDFORD HIGH SCHOOL
(Church School Co., Ltd.)
London Road, Guildford, Surrey GU1 1JX

Required for September 1986. Graduate to teach French from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

SOMERSET
GUILDFORD HIGH SCHOOL
(Church School Co., Ltd.)
London Road, Guildford, Surrey GU1 1JX

Required for September 1986. Graduate to teach French from GCSE to A level. Salary: Enhanced Burnham Scale plus accommodation and miscellaneous. Further details available. (18344)

SURREY

THE ROYAL GRAMMAR SCHOOL
Guildford, Surrey
(H.M.C. Independent, 700 day pupils, 11-18)

Required for September 1986. Graduate to teach French from GCSE to A level up to O level. An interest in pastoral care and a willingness to participate in the general life of the school is essential.

Letters of application together with full C.V. and names of two referees (and requests for further details) should be sent to the Headmaster, The Royal Grammar School, Guildford, Surrey GU1 3SN. (18513) 183594

SURREY
WATFORD COLLEGE
Watford, Surrey
(H.M.C. Independent, 700 day pupils, 11-18)

Required for September 1986. Graduate to teach French from GCSE to A level up to O level. An interest in pastoral care and a willingness to participate in the general life of the school is essential.

Letters of application together with full C.V. and names of two referees (and requests for further details) should be sent to the Headmaster, Watford College, Watford, Surrey. (18513) 183594

SURREY
WATFORD COLLEGE
Watford, Surrey
(H.M.C. Independent, 700 day pupils, 11-18)

Required for September 1986. Graduate to

SL III Section Head Electronics/New Technology £12,777 - £14,184

For the Borders College of Further Education based at Galashiels.

Applications are invited for this new post which has been created to meet the specific needs of the electronics section coupled with across the board responsibility for designing new courses and modules relating to technology in areas such as Control Engineering, Computer Science and Information Studies.

Applicants should be qualified to Degree level in an appropriate discipline and have had relevant industrial experience. A sound record of achievement in education and the ability to market, design and deliver courses are essential.

Opportunities will be provided for other college duties to be undertaken within a matrix management structure.

Closing date, 10 February 1986.
Application forms and further details are available from the Personnel Department, Regional Headquarters, Newtoun St. Bonwells, completed forms should be returned to the Director of Education at Regional Headquarters.

(1858)

Borders

COVENTRY CITY COUNCIL

Hereward College of Further Education
for the Physically Disabled
Bramston Crescent, Tile Hill Lane, CV4 9SW.
Tel. 0203 461231.

Required 14th April 1986, or as soon as possible. Suitably qualified and experienced candidate for the position of

Head of Foundation Studies

Salary: Head of Department Grade 1
£11,664-£13,284 per annum

Hereward College is a purpose built residential college for 112 physically disabled students recruited nationally, offering a variety of further education courses leading to CPVE, RSA, BTEC, GCE qualifications.

The successful candidate will have responsibility for a developmental CPVE scheme, for supporting students with exceptional communications and study needs and devising an Independence, Social and Personal Development Programme.

Application forms and further details may be obtained from the Principal at the above address to whom completed applications should be returned by Friday 14th February 1986. Covering disqualifies.

an equal opportunity employer

Surrey County Council

East Surrey College

Principal J.G. Bell, BA Econ

Lecturer Grade 1 - Business Studies

to teach mainly on BTEC courses for YTS students. The appointment will be for a fixed term contract in the first instance, starting as soon as possible to run until August 1986. Candidates should be able to teach a range of business subjects at BTEC General level including Numeracy, Accounting and World at Work. This is an excellent opportunity to join a small but enthusiastic team teaching on a very successful and expanding Youth Training Scheme at East Surrey College.

Salary £8,688 - £11,511 p.a. inc. area allowance, according to qualifications and experience.
For further details and application form contact the Staff Officer, East Surrey College, Gatton Point, Redhill, Surrey RH1 2JX. Telephone Redhill 72611.

(1857)

COLLEGES OF FURTHER EDUCATION

continued

Other Appointments

BARNET

LONDON BOROUGH OF

BARNET COLLEGE OF FURTHER EDUCATION

LECTURER II

HAIRDRESSING

A Lecturer II is required to

establish a range of full-time

and part-time City and Guilds

Craft Hairdressing courses.

The successful candidate will

be expected to take a leading

role in the adaptation of an

existing curriculum to meet the

needs of the local community.

Applicants should have a

minimum of three years' experience

in the above post and be

able to teach to City and Guilds

standards. Salary £8,076 -

£11,945 p.a. plus £678

allowance. Closing date: 14

February 1986. 220026

(1858)

Application forms and further details are available from the Personnel Department, Regional Headquarters, Newtoun St. Bonwells, completed forms should be returned to the Director of Education at Regional Headquarters.

For the Borders College of Further Education based at Galashiels.

Applications are invited for this new post which has been created to meet the specific needs of the electronics section coupled with across the board responsibility for designing new courses and modules relating to technology in areas such as Control Engineering, Computer Science and Information Studies.

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Applicants should be qualified to Degree level in an appropriate discipline and have had relevant industrial experience. A sound record of achievement in education and the ability to market, design and deliver courses are essential.

Opportunities will be provided for other college duties to be undertaken within a matrix management structure.

Closing date, 10 February 1986.

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CUMBRIA COUNTY COUNCIL

CARLISLE TECHNICAL
COLLEGE

LECTURER I - 2 POSTS

1. IN BUSINESS AND
MANAGEMENT STUDIES

Suitably qualified candi-

date will join a team of

lecturers responsible for

the integrated core work

of the National Certificate

in Business and Manage-

ment Studies. The main

specialism of applica-

tion is to offer other sub-

jects in the Business and

Management areas. Start-

ing date 1.5.86.

1. IN ELECTRICAL EN-

GINEERING

To teach Electrical En-

gineering and Main-

tenance Theory and Prac-

tice to a range of courses in

the National Certificate in

Electrical Engineering and

YTS. Applicants must possess

a National Certificate and

have a wide industrial ex-

perience.

The possession of a

teaching qualification and

relevant industrial ex-

perience would be an

advantage.

Salary: £6,324 - £11,947

(depending upon qualifi-

cations and experience).

Further details and ap-

plication forms from the

Principal, Carlisle Techni-

cal College, Victoria Place,

Carlisle, Cumbria, CA1 1

2A. Closing date: 14 Feb-

ruary 1986. 220026

(1858)

Application forms and further details are available from the Personnel Department, Regional Headquarters, Newtoun St. Bonwells, completed forms should be returned to the Director of Education at Regional Headquarters.

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Norfolk County Council

Norwich City College of Further & Higher Education

Lecturer 1 - BRICKLAYING

Well qualified and experienced Bricklayer required to teach courses to CGLI Craft and Advanced Craft Certificate. The ability to teach Building Technician Courses will be an advantage.

Lecturer II/Senior Lecturer - Electronics

Graduate required in Electronics and Micro-processor Systems with specialist interest in Testing Methods and Instrumentation to teach up to HND level.

Lecturer II/Senior Lecturer - Accounting

Graduate and/or professionally qualified with business teaching experience to offer subjects from Accounting, Taxation, Auditing and Financial Management.

Senior Lecturer Biological Sciences -

(Subject Leader) to lead and further develop well established work and new initiatives in the Life Sciences, including Human and Social Biology and Environmental Science up to BTEC Higher Certificate and Diploma level.

Senior Lecturer - Food and Beverage Management -

for teaching and development of Food and Beverage Studies to a number of courses including BA Hospitality Management, HND, HNCIMA P.B. as well as having the flexibility to contribute to catering craft and technician courses.

Salary Scales in accordance with Burnham FE Award:

Starting Salaries:-

Lecturer I £ 6,324 - £11,247 (to £12,945 max)

Lecturer II/SL £ 8,076 - £12,945 (bar to £15,045 max)

Senior Lecturer £11,958 - £14,046 (bar to £15,045 max)

Application forms and further particulars may be obtained by sending a large stamped addressed envelope to the Chief Administrative Officer, Norwich City College of Further and Higher Education, Ipswich Road, Norwich, NR2 2LJ. Closing date - two weeks after the appearance of this advertisement. It is hoped to make appointments for the Summer Term if possible.

(1854)

ilea colleges

Applications are invited for the following posts. Salary scales in accordance with Burnham FE Award:

LECTURER I (and part-time) to teach Communications across a range of courses within the Department.

LECTURER II (and part-time) to teach Communications across a range of courses within the Department.

LECTURER III (and part-time) to teach Communications across a range of courses within the Department.

LECTURER IV (and part-time) to teach Communications across a range of courses within the Department.

LECTURER V (and part-time) to teach Communications across a range of courses within the Department.

LECTURER VI (and part-time) to teach Communications across a range of courses within the Department.

LECTURER VII (and part-time) to teach Communications across a range of courses within the Department.

LECTURER VIII (and part-time) to teach Communications across a range of courses within the Department.

LECTURER IX (and part-time) to teach Communications across a range of courses within the Department.

LECTURER X (and part-time) to teach Communications across a range of courses within the Department.

LECTURER XI (and part-time) to teach Communications across a range of courses within the Department.

LECTURER XII (and part-time) to teach Communications across a range of courses within the Department.

LECTURER XIII (and part-time) to teach Communications across a range of courses within the Department.

LECTURER XIV (and part-time) to teach Communications across a range of courses within the Department.

BOLTON METROPOLITAN COLLEGE

Principal: Colin R. Terry

Bolton Metropolitan College is a large, multi-site N.A.F.E. College with a broad range of provision from non-formal community education to technician level work. The following new posts are to augment the Special Educational Needs team and reflect the College's increasing commitment to this area of work.

Applications are welcomed from those with appropriate qualifications and experience. In each Faculty there are vacancies for one full-time and one half-time lecturer.

Faculty of Community Education

Lecturers Grade I: Education Support Tutors (Care in the Community)

To work with the existing team of Support Tutors in this pilot scheme which is jointly promoted by Bolton Metropolitan Borough Council and the Bolton Health Authority for the care of mentally handicapped people in the community.

Faculty of Open Education

Lecturers Grade I: Education Support Tutors (Special Educational Needs: Employment Opportunities)

To work with young people with special educational needs, particularly in conjunction with the Pathway Employment Scheme and similar provision.

Further details and application forms (to be returned by Monday, 17th February, 1986) available from:

The Chief Administrative Officer,
Bolton Metropolitan College,
Manchester Road, Bolton, BL2 1ER.
Tel. Bolton 31411, Ext. 207.

BOLTON METROPOLITAN BOROUGH COUNCIL IS AN
EQUAL OPPORTUNITIES EMPLOYER.

(18128)

Haringey College

Park Road

London

N11 2DF

Telephone: 01 888 7123

Principal: Brenda S. Romington BA (Hons) DipEd

10888771 220026

(1858)

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**CHRISTIAN TEACHERS
FOR AFRICA**
To teach Biology, Chemistry

penalty instructors
neglected.
Volunteer terms - two
contracts - air fares, prop
course, insurance
overseas allowances provid
Apply to: Volunteer A
sionary Movement, Sh
Lane, London Colney,
Albans, Herts. AL2 1AR.
Bowmanharn (0727) 248
(1758) 450

and Head of Upper School.
 ly operation of this area of the
 must have 10 years teaching
 and recognized degree and

with some French)
Physical Education (with History).
Years experience and professional
re-reception to grade 6)
age class size 25)
have three years experience, and
ing certificate or Bachelor of

1 - infants 5-6 year olds

Montague Road, Richmond Surrey TW9 6QJ. Telephone 01-848 4714.

OVERSEAS POSTS

KUWAIT
Kindergarten, Infant and Junior Teachers required for an established English medium school. Free accommodation, pension, tax free salary and other benefits. Please send full curriculum vitae, recent photograph and contact telephone numbers of self and referees to: The Director, Flat 2, Ivory House, Kensington Dock, London W14 9JH. 460000

NASSAU
Independent, all-ages, co-educational school. Requires for September 1986. Teachers of Remedial English. Applicants must have degree, professional training and three years teaching experience. Further details and application forms are available if a school address is forwarded to: Mr A. J. Jones, The Director, Remedial English, Cumbria L69 5AZ, Ennals, (18456) 460000

ABU DHABI
AL RABEEH SCHOOL
Abu Dhabi, U.A.E.
We require nursery, junior and infant teachers for September 1986. Shared air conditioned accommodation, low annual leave with far paid to London. Tax free salary, gratuity after two years.
Application by hand written letter with full C.V., references and a photograph.
Interviews in March in London.
Reply to: Mrs. S.A. Marriot, c/o Westminster, London W1A 460000 (18456)

BAGUIO AND MANILA

THE BENT INTERNATIONAL SCHOOLS
Baguio City and Manila
Seek for September 1986 teachers for the International Baccalaureate programme in Maths, French and Spanish.
Also Secondary Art (including I.S.I. Middle School) and elementary English.
For London Interview write to: Mrs. J. C. V. 00483, Priority House, 10, John's Lane, EC1M 4JX, (18456) 460000

CYPRUS
FOLEY'S GRAMMAR SCHOOL
Seeking for September 1986 TEACHER of French to A level and English or German to G level.
TEACHER OF Maths & Physics or Maths and Computing.
TEACHER OF Chemistry/Biology. Basic requirement is British degree and experience offered & PGCE. Experience desirable. Successful teachers will be considered. If able to help sports, music or drama, this will be a bonus. A British school with international enrolment situated on coast. 410 pupils. 231 staff. Applications with photo & 2 referees to: The Headmaster, Humber School, Limesol, Cyprus. 460000 (18456)

COLEGIO COLOMBO BRITANICO

Call, Colombia

HEAD OF SCHOOL

A non-profit, coeducational, bilingual day school enrolling 1000 students ages 4-17 years, 90% Colombian. Curriculum prepares for Colombian Baccalaureate and International Baccalaureate. 98% of graduates enter universities in Colombia, US (30%), UK and elsewhere. Professional staff of 80, 26% British. Modern purpose-built facilities 12km from city centre. Excellent salary offered plus transportation, housing subsidy, car, other benefits including superannuation. Qualifications require UK citizenship and qualifications, minimum five years administrative experience, current competency in Spanish, knowledge of and commitment to IB. Enquiries and requests for application forms to: Dr W. G. Mattern, CCB Search, European Council of International Schools, 18 Lavant Street, Petersfield, Hampshire GU32 3EW, England Tel 44 730 88244 Telex 888883 (ref ECIB)

Deadline 1 March 1986; appointment to begin 1 August 1986 (18146)
European Council of International Schools
18, Lavant St, Petersfield, Hants. GU32 3EW UK

Jumeirah English Speaking School

Dubai, United Arab Emirates
Required from September 1986.

Assistant Teachers (Infant and Junior)

The school was established in September, 1976, and has a roll of 600 children between the ages of 4.06 and 11.00 years, who are mainly the children of British and European expatriates.
The school buildings consist of three separate units, comprising a total of twenty-one classrooms. The classrooms are purpose-built and structured to the needs and aims of modern primary education.

The sports facilities comprise a hall/gymnasium, swimming pool and two playing fields. A music block, a library and an administrative block complete the complex.
Applicants require a high personal commitment to good modern educational practice, a wealth of professional experience and a minimum of three years' teaching experience.

CONDITIONS OF SERVICE

Salaries are tax-free and include superannuation, medical insurance and end of contract gratuity are offered. Rent free, furnished single unit accommodation, including hot water and electricity is provided.
Two-year contracts are offered, renewable annually thereafter. An annual return air passage to U.K. and initial unaccompanied baggage allowance of 40kg is provided.

Only single, male or female U.K. trained and qualified primary teachers should apply. Interviews will be held in London in April. Please apply by your own hand, with a full curriculum vitae, references, Mrs. R. Lane, The Headmaster, Jumeirah English Speaking School, P.O. Box 4842, Dubai, United Arab Emirates. (18456)

St Helena
Education Officer/
Headteacher
Prince Andrew School

The Prince Andrew School, at present under construction is due to open in September 1988. This school will constitute the 'Upper School' of a new three-tier system of education in St Helena which is to be introduced progressively between now and 1988.

The Headteacher will be responsible to the Chief Education Officer for all matters relating to the school, including curriculum formulation and local teacher training, and will be required to take up post in September 1988.

Applicants should be British Citizens with B.E.D. Degree or University Degree and teaching qualifications and must have had previous experience of at least Head of Department in an Upper or Comprehensive School. Experience of the comparable UK three-tier 'Middle School' education system would be an advantage but is not essential.

The appointment is on contract to the Government of St Helena for one year of 3 years. Local salary is in the range £5,088-£5,808 pa plus a tax free supplement payable by ODA in the range £7,344 to £8,576. A terminal gratuity of 25% of local salary is also payable on satisfactory completion of contract. Other benefits include free passages and Children's Education Allowances. Applications will be accepted up to 21 February 1988.

For further details and application form, please apply, quoting reference AH389/GH/TES, giving details of age, qualifications and experience to: Appointments Officer, Overseas Development Administration, Room AH389, Abercrombie House, Eaglesham Road, EAST KILBRIDE, Glasgow G78 8EA.



Britain helping nations to help themselves

BERMUDA

SALTUS GRAMMAR SCHOOL

An independent grammar school for boys, with separate Junior and Preparatory Departments following British curricula. After G.C.E. 'O' level, most students go on to Senior Year, a preparatory class for U.S. and Canadian universities.

TEACHERS REQUIRED FOR SEPTEMBER 1986 SENIOR SCHOOL

1. Computer Studies.
The post involves teaching to G.C.E. 'O' level and Advanced Placement, G.C.E. 'A' level equivalent course using Pascal. Duties will include responsibility for a driving Computer Centre (Apple II), using courses for or against when required and assisting in the ongoing computerisation of the school administration.

PREPARATORY SCHOOL

2. Teacher for Primary Years 1-3, qualified to teach all subjects including P.E. and Music. Knowledge and experience of modern educational methods essential. Applicants must be able to play the piano.

It is anticipated that the successful applicants will contribute to the curriculum activities and play a full part in the corporate life of the school. Reply as soon as possible to the Headmaster, Saltus Grammar School, P.O. Box 114, 2224, Hamilton, B. Bermuda (Telephone No. 809-20-2017), giving full particulars of age, marital status and children (if any), qualifications, experience, and, if possible, telephone number. Enclose a photograph, two testimonials, a copy of marriage certificate, if applicable, and the addresses of two professional referees to whom enquiries will be made. Detailed particulars of these posts, the school, and living in Bermuda will be sent to those short listed, who will be interviewed in London in mid March. Contracts, in the first instance, are for three years.

Salary: B.E.D. Degree or Degree plus P.G.C.E. \$23,234 - \$30,178
Hons. Degree plus P.G.C.E. \$23,922 - \$31,821

The Bermudian \$ is on a par with the U.S. \$. Fully furnished accommodation can be provided at a reasonable rent.

EL SALVADOR

THE ACADEMIA BRITANICA CUSCATLECA SANTA TECLA

The Board of Governors of this co-educational day school of 1,000 students ranging from 3 to 18 years wishes to appoint a

HEADMASTER

To commence his duties in September, 1986. Applicants should be trained graduates with experience at a senior level of responsibility. It is essential for the Headmaster to speak or learn Spanish. The salary will be in the region of 130,000 colones p.a. plus other benefits (official rate of exchange is 1:6 colones).

Closing date for inquiries February 15th 1986. Interviews will be held in London in the first half of March, 1986.

For further details please write to Mr P. M. Brown, Brownhill House, Brownhill, Stroud GL6 8AS.

OVERSEAS POSTS

ISRAEL

CHURCH OF SCOTLAND TAREETHA SCHOOL

A teacher with an active Church commitment is required for the Secondary Department. Applicants should be qualified to teach English to 'O' level. The appointment is for three years in the first instance.

Enquiries to: Deputy General Secretary, B.W.M.U., 191 George Street, Edinburgh EC2 4JN, by February 1986. (18456) 460000

KENYA

KENTON COLLEGE

For September Class Teacher 8 to 9 years good short and long term. Residential post. Salary and medical insurance paid. Send CV with two referees to: Headmaster, P.O. Box 30017, Nairobi, Kenya. Headmaster, KENTON COLLEGE, (18427) Nairobi 460000

MADRID

ST MICHAEL'S PREPARATORY SCHOOL Camino Arco, 89 La Moraleja, Madrid. Requires Infant and Junior teachers from September 1986. Salary, pension, sport or computer experience required. Send CV, 2 ref. no. and photograph. (18457) 460000

DOHA ENGLISH SPEAKING SCHOOL - QATAR - ARABIAN GULF

PACES RECRUITMENT CONSULTANTS have been engaged by the Doha English Speaking Primary School to recruit a

Primary Music Specialist

for September 1988. The person appointed will be a qualified teacher with at least two years relevant experience and will teach Music throughout the school. Doha is an exciting part of the Gulf and the successful candidate will have ample opportunity to develop his/her specialism both in the school and in the expatriate community generally.

The School is a well established purpose built Primary School catering for 570 English speaking, mainly British children aged 4-11 years.

The salary will be on a scale (current rates of exchange) £11,000 - £14,000 pa and is TAX FREE. Other benefits include free furnished accommodation, free electricity and water, return air fare annually and end of service gratuity.

If you would like to receive further details of this vacancy and have experience of teaching music to Junior and Infant, please send a LARGE SAE to Dept. S, PACES 6b, Ecclestone Gardens, St Helens WA10 3BN within two weeks of the appearance of this advertisement. Interviews will be held in the UK in March. (18444)

THE FEDERATION OF FINNISH-BRITISH SOCIETIES

seeks qualified and experienced

TEACHERS OF EFL

to work in Finland for period: 1.9.1986-31.5.1987

Contract includes return fare. Accommodation arranged.

Salary: Fim 3,700 - for graduate teacher - Fim 5,500 - for teacher with 3 years experience and recognised TEFL qualification. 25 hour teaching week plus occasional social activities.

Applications with c.v. to: Federation of Finnish-British Societies/Ms M. Salo Puolustokatu 1bA, 00140 Helsinki, FINLAND by 22.2.1986. U.K. interviews in March. (18445)

THE BRITISH COUNCIL, PARIS

is recruiting a locally engaged English Language Resource Centre Librarian on permanent post commencing 2nd April 1986.

Duties: Responsibility for running the ELT resource Centre and information service within the main library. ELRC includes a reference and lending library together with audio-video and microcomputer resources.

Qualifications and experience: Candidates, aged 30-40 should have effective English and French; a relevant degree; some experience of teaching EFL; and library work and ability to type are necessary. Knowledge of computers and video in ELT would be an advantage, as would familiarity with British ELT publications and previous contact with British ELT publishers.

Salary: FF 9258-12,078.

Applications: Applications, including CV and the names of two referees should be sent to: English Language Officer, The British Council, 9 rue de Constantine, 75007 Paris, France.

The closing date for applications is 14 February 1986. Short-listed candidates will be interviewed in Paris on 27-28 February 1986. Short-listed candidates from outside France will be given up to 10 days towards travel and subsistence costs. (18411)

TANZANIA

INTERNATIONAL SCHOOL OF TANGANYIKA LTD

Required for August 1986. Secondary School. Vacancies: English Teacher (18 or 'A' level exp.)

Mathematics Teachers (18 or 'A' level exp.)

French Teachers (18 or 'A' level exp.)

Physics Teachers (18 or 'A' level exp.)

Biology Teachers (18 or 'A' level exp.)

Guidance Counsellors (18 or 'A' level exp.)

Primary School Vacancies: Music Teacher (Junior) and Class Teachers (Infant and Junior). Attractive salary, passage, housing allowance and benefits. For further details and an application form send a large SAE to: The Secretary, I.S.T., P.O. Box 100, Morogoro, Tanzania. Interviews in London in early March. (18429) 460000

KUWAIT

A Modern English medium school of departments. KG, Infant, Junior and Senior pupils 3-18 yrs. 14 teachers and 140 pupils. For the following positions available September 1986: Headmaster, P.O. Box 30017, Nairobi, Kenya. Headmaster, KENTON COLLEGE, (18427) Nairobi 460000

INFANT & JUNIOR CLASS TEACHERS

Required for one year. Experienced private English Teacher age 30-40, family in Kuwait with Turkish and Arabic speaking ability. Good salary and conditions. Start salary and conditions. Please send CV and photo to: Mrs. J. C. V. 00483, Priority House, 10, John's Lane, EC1M 4JX, (18456) 460000

SECONDARY - HEAD OF GEOGRAPHY, HEAD OF ENGLISH

Specialist teachers for Maths, Computer Science, General Science (Physics, Chemistry, Biology), Music, Drama.

Good conditions of service. Air tickets (annual) and accommodation provided. Applicants to forward by Swiftair, C.V., recent photograph, reference plus names of two confidential referees to: The Principal, Kuwait English School, Box 6140, Salmiya, Kuwait. (18458) 460000

PRIMARY, secondary and specialist teachers required for established private school in the Doha English Speaking Primary School to recruit a

Primary Music Specialist

for September 1988. The person appointed will be a qualified teacher with at least two years relevant experience and will teach Music throughout the school. Doha is an exciting part of the Gulf and the successful candidate will have ample opportunity to develop his/her specialism both in the school and in the expatriate community generally.

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SWITZERLAND

Experienced Teachers of English needed in Spain. Conversational level of Spanish essential. Apply to: Carfax Centre, 10, John's Lane, EC1M 4JX, (18456) 460000

SUMMER TEACHING JOBS IN AMERICA

work on American children's camps, miter June to end August; see ad under 'Teaching Overseas' and 'moderation'. (18458) 460000

SWITZERLAND

Qualified teacher required to teach English to small groups of Swiss teenagers. Apply to: Carfax Centre, 10, John's Lane, EC1M 4JX, (18456) 460000

TANZANIA

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Mathematics Teachers (18 or 'A' level exp.)

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Physics Teachers (18 or 'A' level exp.)

Biology Teachers (18 or 'A' level exp.)

TURKEY

Qualified private English Teacher age 30-40, family in Istanbul and Turkish speaking ability. Good salary and conditions. Start salary and conditions. Please send CV and photo to: Mrs. J. C. V. 00483, Priority House, 10, John's Lane, EC1M 4JX, (18456) 460000

OZEL FATMA KOLEJ

Teachers are required from Sept. 1986 in the following areas: General Science, Physics, Maths and English. Applicants to send CV and photo to: The Headmaster, Ozel Fatma Koleji, 15, Davutlar, Istanbul, Turkey. (184743) 460000

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RASHID SCHOOL FOR GIRLS DUBAI

Well qualified, lively and enthusiastic women teachers required in September, 1986 for this expanding school.

ARABIC teacher, native speaker, to be responsible for teaching Arabic language and literature to Arab girls, up to university entrance standard. For a suitable candidate, possibility of employment for husband.

ARABIC teacher to be responsible for teaching Arabic as a foreign language, throughout the school, including examination work.

Excellent facilities and conditions of service, including free accommodation, annual home leave and tax free salary £12,000 - £13,000.

For further details write to: The Headmistress, Rashid School for Girls, P.O. Box 11533, Dubai, U.A.E.

(10085)

OVERSEAS POSTS continued

TURKEY

A private high school in Bandirma requires English teachers, preferably with teaching experience to teach English as a second language to Turkish students at elementary, intermediate and advanced levels.

The successful candidate will have a degree or equivalent in English or Modern Languages. At least two years experience of teaching English as a second language. An initial contract of at least one year would be offered. A competitive salary which would be negotiable depending on qualifications and experience. Applications should include copies of relevant certificates and C.V. These should be made direct to the Principal, Atinal Pireli Ozel Lisesi, Atinaliruplu Bandirma, Turkey. 460000 (10085)

UNITED ARAB EMIRATES INTERNATIONAL SCHOOLS OF DUBAI

At Al Ain, Al Dhahbi, Sharjah and Ras Al Khaima. Applications are invited from qualified teachers for September 1986. Choueifat Schools are international and make pupils from 3-18 years, offering London University G.C.E. 'O' and 'A' levels and International Baccalaureate. Nursery and Kindergarten.

2. Infant and Junior Class Teachers with interest in Music, Art and Drama.
3. Secondary I, II, and 'A' level: English, Maths, Psychology, Computer Studies, Physics, Chemistry.

4. Primary T.E.F.L. Annual renewable contract includes air conditioned accommodation. Annual Summer leave with fares to London. End of service benefits after 2 years. No taxes.

Applications should include full C.V., photograph, 2 testimonials, names of 2 referees and be addressed to the International School of Choueifat, Ashwicks Hall, Marshfield, Nr. Chippenham, Wilt, SN14 6AG, marked for the attention of the Registrar.

Interviews will be held in Edinburgh, Dublin and London between 25th and 30th March 1986. (10087) 460000

Assistant Education Officer (Schools)

P02 - £12,543 p.a. - £13,578 p.a. inclusive

This post offers an excellent opportunity to enter education administration, and gain all-round experience. The work will be varied with the emphasis on day to day management of both primary and secondary schools and there will be an opportunity for involvement in specific areas of the service. Applicants for the post should hold a good honours degree with a polygraduate certificate in education and have proven successful teaching experience.

Fringe benefits may include legal fees for house purchase (max. £800), 75% removal expenses and temporary lodging allowance. Flexitime worked.

Application forms and further particulars available from the Personnel Office, Civic Centre, Uxbridge, Middlesex, UB8 1UW quoting ref E26/86XE. Telephone Uxbridge 50589 (24 hour answering service). Closing date 14th February 1986. (10708)

Hillingdon

Community Education Department

T.V.E.I.

CO-ORDINATOR

(Soulbury Headteacher Group 8)

The St. Helens T.V.E.I. project is expected to begin in September, 1986, linking four High Schools and an 11th College. A Co-ordinator of this innovative scheme is required to join the Authority's Advisory Team from the start of the Summer Term.

A person of energy and initiative is required, preferably with T.V.E.I. or related experience and with a career showing evidence of leadership and innovation in the education field. The successful candidate will be responsible for the Community Services Personnel Unit, Community House, Hartlepool Street, St. Helens. Telephone (0744) 24081 (extension 2343) to whom completed applications should be returned immediately.

As part of the Council's Equal Opportunity Policy, applications are welcome from people regardless of disability, marital status, race or age. (10209)

Application forms and further particulars available from the Chief Education Officer for Schools (77), Town Hall, Grayford, Kent DA1 4EN. (Please enclose foolscap SAE). Closing date 10th February 1986. (10086)

PUTTING THE COMMUNITY FIRST

UNITED ARAB EMIRATES
Should 1 Govt A-Z of Essential Information for successful living and working in a Muslim country.
£25.75 inc. p & p from Persley Press, 33 Broadview, Eastbourne, East Sussex. 460000 (19813)

Administration Local Education Authority

DERBYSHIRE COUNTY COUNCIL

CAREERS SERVICE CAREERS OFFICER

responsibility for the Unemployed
Salary: Scale 6 £28,974 - £30,511

Applications are invited from experienced Careers Officers for the above post in the Derbyshire Careers Service.

This is a permanent post based on the Derbyshire Careers Office. The primary duties will be to provide a career advice service to the Youth Training Scheme and work with unemployed young people.

Candidates must have completed their probationary year and possess the Diploma in Careers Guidance.

A casual car user allowance is attached to the post.

The appointment will be made on the Scale 6 part (£28,974 - £30,511) of the Derbyshire County Council's Salary Scale 4/5/6.

There is a scheme of financial assistance for newly qualified staff which includes removal, lodging and relocation allowance.

Further details and forms of application may be obtained from the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG. Tel: Matlock 3411. Ext. 688.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER.

Closing Date: 14 February 1986. (19222) 480000

ilea Inner London Education Authority

Senior Inspector For Multi-Ethnic Aid Anti-Racist Education (Dist. Rank)

Salary Range £19,884 to £21,540 plus £1,494 London Weighting Allowance

To co-ordinate the work of the Inspectorate in relation to Multi-Ethnic and Anti-Racist education. The person appointed will lead a team of Inspectors and a range of support teams, projects and advisory teachers. A proven record of achievement in this field, including Curriculum development, team leadership, and substantial teaching and advisory work are required.

Applicants must demonstrate a thorough understanding of education practice and have a commitment to the Authority's policies on equality of opportunity (race, sex, class).

Suitable for Job Share.

Application forms and further details are available from the Personnel Services Division (EO/ESTAB 13) Room 303, The County Hall, London SE1 7PB. Please enclose a SAE. Closing date for the return of completed applications is 17 Feb 1986.

Applications from employees of the GLC or MCCs with relevant experience will be welcome.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

APPOINTMENT OF ADVISORY TEACHER FOR BUSINESS EDUCATION (Senior Teacher Scale)

Required from 1st April 1986

Advisory Teacher for Business Education

In the first instance the majority of the work would be in connection with the Authority's TRIST submission for the improvement of Business Education in its secondary schools, but from September 1986 the successful candidate will become increasingly involved with the Authority's TVE scheme, co-ordinating the business education elements of the project.

Candidates should be well-qualified and have experience in secondary education. Experience in industry or commerce would be an added advantage, and commitment to the introduction of modern technology into business education is essential. The authority has already embarked on a substantial capital programme for the introduction of micro-computers across the curriculum in all its secondary schools and it is intended that a significant input in the business studies field should take place in the next two years.

Men and women interested in the post are invited to telephone Barry Hughes (TVEI Project Director) on 01-563 5584 for an informal discussion. Further written details and an application form are available from Mr. K.G.M. Ratcliffe, Director of Educational Services, 255/259 High Road, Ilford, Essex IG1 1NN (Tel: 01-478 3020 Ext. 193).

Closing date for return of applications will be 17th February and it is anticipated that interviews will be held during the week beginning 24th February.

Redbridge

London, Borough

SHROPSHIRE EDUCATION AUTHORITY

ADVISER FOR CRAFT, DESIGN, TECHNOLOGY Soulbury H.T. Group 9

The post carries responsibility for a small group of schools together with the County wide brief for CDT work. Candidates offering expertise with computers would be welcomed.

Application forms and further particulars available from the undersigned returnable by 12th February, 1986.

J. Boyers
County Education Officer
Education Department, Shirehall,
Abbey Foregate, Shrewsbury SY2 6ND. (10107)

ADMINISTRATION - LEA continued

ESSEX COUNTY COUNCIL

CAREERS SERVICE CAREERS OFFICER (EMPLOYMENT ADVISOR)

Scale 6 £28,974 - £30,511

Scale 7 £30,511 - £32,052 or
Scale 8 £32,052 - £33,593

Colchester Post No. 0830

The Careers Officer appointed will work with unemployed young people, helping them to find jobs or suitable training courses.

Candidates should be appropriately qualified and have suitable experience within a Careers Service.

Closing date: 14th February 1986.

Application form and further details available from (s.a.e.) please send to: The Personnel Officer, Essex County Council, (P.O. Box 47, Market Road, Chelmsford, Essex, CM1 1LP. Tel: 01-267 8220. Ext. 480000 (10086)

Metropolitan Borough of Rochdale Education Department

An Equal Opportunity Employer

TVEI PROJECT DIRECTOR BURNHAM HEADTEACHER Group 10 (£16824-£18141)

This project begins in September 1986 and will involve 4 schools and 2 colleges.

Applications are invited from teachers of proven successful senior management experience who can provide innovative leadership and efficient co-ordination of the participating institutions and central provision. An energetic and imaginative person is required to develop and implement the Authority's proposals.

The post is permanent and tenable from April 1986. Application forms and further particulars may be obtained on receipt of a SAE from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale and should be returned duly completed by 12 February 1986. (10278)

Applications from employees of the GLC or MCCs with relevant experience will be welcome.

Assistant Education Officer (FURTHER EDUCATION)

Salary Scale £14,718-£16,887

Starting Salary depends upon experience

This important post in the Education Department is vacant following the promotion of the previous holder. The successful applicant will be involved in a wide range of activities within the Education Department and will be expected to have experience and an interest in current curriculum developments. Initially the work will include co-ordinating the Borough's CPUE scheme.

Temporary housing (up to 51 weeks), 100% removal expenses (£800 max), generous relocation costs and lodging allowance - where spouse needs to move.

Application forms and further details are available from the Education Establishment Section, P.O. Box 85, Civic Centre, Silver Street, Enfield, Middlesex EN1 3JG. Telephone 01-866 5555 Ext 2129

Closing date 14-2-86. Please quote reference OGB 641

London Borough of Enfield

An Equal Opportunity Employer

City of Wakefield METROPOLITAN DISTRICT COUNCIL

EDUCATION DEPARTMENT Careers Service, 8 Bond Street, Wakefield

ASSISTANT PRINCIPAL CAREERS OFFICER SO2

\$10,950-\$11,604

Applicants should be appropriately qualified and experienced for this post which is vacant through retirement. The successful applicant will be committed to promoting the role of the Careers Service and to the management of the service. An interest in the development of computer-aided guidance and information systems will be an advantage.

APPLICATIONS FROM EMPLOYEES OF WYMOO AND GLC WITH RELEVANT EXPERIENCE WILL BE WELCOME.

Requests for application forms (accompanied by a SAE) should be addressed to The Chief Executive, (Personnel Section), Town Hall, Wakefield, to be returned by 14 February, 1986. (10210)

WALSALL METROPOLITAN BOROUGH EDUCATION WELFARE OFFICER

£7,437 - £9,289 p.a. up to £11,574 p.a. If qualified as an essential car allowance.

To join an area team involved in the investigation of problems relating to non-attendance at schools, liaising with parents, teachers, social services and other agencies to ensure children to maintain educational progress. There is a minimum of 3 years experience and weekends in order to provide the necessary support and supervision.

Relevant skills, together with experience in an education/social work role, are essential. Qualifications in social work or any other relevant discipline preferred.

A full-time scheme is in operation and temporary accommodation and removal expenses may be available in approved cases. Closing date 18th February 1986.

Application forms and details from Personnel Department, P.O. Box 10, Civic Centre, Darwall, Walsall, West Midlands B67 2JL. Tel: 0902 2064/2066. (19330) 480000

Administration General

LONDON

TOYINSE HALL, UNIVERSITIES SETTLEMENT IN EAST LONDON, 18th Commercial Street, London E1 6LS

ADMINISTRATIVE ASSISTANT

Administrative Assistant (25-35) required immediately in the Education Department. The successful candidate will be responsible for the day to day running of the department and will be expected to have experience and an interest in current curriculum developments. Initially the work will include co-ordinating the Borough's CPUE scheme.

Temporary housing (up to 51 weeks), 100% removal expenses (£800 max), generous relocation costs and lodging allowance - where spouse needs to move.

Application forms and further details are available from the Education Establishment Section, P.O. Box 85, Civic Centre, Silver Street, Enfield, Middlesex EN1 3JG. Telephone 01-866 5555 Ext 2129

Closing date 14-2-86. Please quote reference OGB 641

London Borough of Enfield

An Equal Opportunity Employer

Educational Psychologists

HAMPSHIRE EDUCATION AUTHORITY EDUCATIONAL PSYCHOLOGICAL SERVICE

Applications are invited from fully qualified Educational Psychologists for a vacancy in the Fareham/Gosport Area of Hampshire.

Application form and further particulars available by writing to Education Personnel Unit, The Castle, Winchester SO8 5UC enclosing a stamped addressed envelope or by telephoning Winchester 54411.

Ext. 435. Please quote Post Number 625/4.000 returnable by 17th February 1986. (19609) 560000

Chief Educational PSYCHOLOGIST

(Soulbury Scale HT11)
£18,159 - £19,509

Applicants must have an Honours Degree in Psychology, teaching experience, a professional post-graduate qualification in Educational Psychology and experience in the management and practice of an LEA School Psychological Service. Ability to drive a car and a current driving licence are essential.

Educational PSYCHOLOGIST

(Soulbury Scale) £8,886 - £14,979

A vacancy exists for an Educational Psychologist to be appointed to the County Service and to be a member of the team serving South Kent, based at Folkestone.

Applicants must have an Honours Degree in Psychology, teaching experience and a professional post-graduate qualification in Educational Psychology. Ability to drive a car and a current driving licence are essential.

Further particulars and application forms for both posts returnable by 14 February, from the County Education Officer (Ref. G/P), Springfield, Maidstone, Kent ME14 2LJ. Phone Maidstone 671411 ext 2481. (10082)

KENT COUNTY COUNCIL

DIRECTOR OF EDUCATION & LEISURE

£19,000-£25,500

RNIB is looking for a Director to take charge of its Education and Leisure Division at a time of considerable educational policy change and organisational growth. This is a new post, resulting from a recent review of the Institute's management structure. The person appointed will play a part, through corporate management, in the whole range of RNIB activity in the employment, social, health and communication fields.

Reporting to Ian Bruce, Director General, the Director will be responsible for the quality, relevance and effectiveness of RNIB's existing education work, with 12 special schools, colleges and associated services, employing 450 staff and a budget of £8m. In addition to maintaining RNIB's present record of success in residential schools and peripatetic services, the Director will oversee the development of projects to ensure the continuing relevance of RNIB's contribution to the education of visually handicapped children and, in particular, the development of new services to LEAs integrating visually handicapped pupils into mainstream schools.

Applications are encouraged from both visually handicapped and sighted candidates who should have a successful track record of developing and implementing education strategy and policy in a complex organisation, together with the substantial management experience needed to run a thriving and diverse education service.

The post will be based at RNIB's London Headquarters. For background information and an application form, contact the Personnel Department, ROYAL NATIONAL INSTITUTE FOR THE BLIND, 224 Great Portland Street, London W1N 6AA, telephone: 01-388 1266 ext. 204.

Closing date Friday, 21st February 1986.

Royal National Institute for the Blind

The Christian Education Movement

wishes to appoint a

General Secretary

who will be responsible for the Movement's work throughout the United Kingdom. Salary according to qualifications and experience.

For information about Christian Education Movement, revised job description and application form write to: Brenda Lashman, Acting General Secretary, C.E.M. Lancaster House, Borough Road, Isleworth, Middlesex TW7 5DU, enclosing self addressed envelope. Closing date for applications 28 February. Previous applicants will be reconsidered. (10110)

Redbridge

London, Borough

PERSONAL COLUMN

There are probably as many different moods among teachers this first week after the ACAS "breakthrough" as there are teachers themselves, but most would fall either side of an important dividing line. On the one side lies the whole spectrum from new-found optimism, through heartfelt relief, to resigned acceptance. On the other, the parallel spread from resentful compliance through a sense of humiliation, to furious anger. The line, though important, is not always clearly visible. Some teachers may have difficulty in deciding themselves whether positive or negative emotions are uppermost.

Obviously there is a correlation here between state of mind and union loyalty, but a less straightforward one than some commentators have assumed. I have found it not uncommon during the dispute to meet embittered NUT members and bitterly militant members of AMMA. Although there are clearly deep divisions of view within the profession, there has also been the phenomenon of a united surge of feeling moving in one direction and another over the year.

As chairman of the SDP's education and training policy group, I have tried to keep in touch with the feelings of our members, and other teachers, within all the teachers' associations. A year ago, at the beginning of the dispute, the prevailing mood was of foreboding - desperate attempts to think of ways of forestalling the chaos to come. As the first stage of the dispute led up to the Conservative defeat in the county elections, there was a short moment of victorious optimism - shallow and ill-founded as it turned out, and leading to an increased bitterness when it proved to be so.

September found the temperature a little lower, with the teachers and heads refreshed from the summer break, but showing more quiet determination than before. Over the term this hardened into anger and militancy, became brittle and jagged as the end of term approached, with public and humiliating inter-union battles and a fragmentation of views over tactics. At this point, for many teachers, the principle feeling was despair. "Where will it end?" they kept asking. "What will be left of the education system when it does?" And, increasingly, "Haven't I better try and get out?" Although a few



ANNE SOFER

Jaded appetites

'If teachers lose the relish for the job we are all doomed.'

self-appointed spokesmen adopted an attitude of swaggering "hard man" bravado. "We're not suffering; we're enjoying a quiet life for a change; we'll keep it running till the next election" - it didn't ring true. Most teachers were suffering - from divided loyalties, public criticism, professional frustration. As a group, they are too nice and too conscientious not to suffer.

In an article a year ago, I described teachers as "the salt of the earth". This has since been thrown back at me reproachfully when I have been critical of NUT tactics, or attacked the Trots in London. But I meant it, and still mean it. It is the rest of the quotation that needs remembering, about the salt losing its savour. If teachers lose the relish for the job, we are all doomed. Asked why they are leaving, or thinking of leaving, teachers cite low pay, stress, political interference - and then the most fundamental and depressing reason of all, particularly when it comes from a brilliant teacher as it does too often - "I don't enjoy it any more".

Restoring an appetite for the job itself must now be the prime aim of anyone who wants the current fragile peace formula to stick and the forthcoming negotiations to succeed. Are there some paradoxical lessons to be learnt from the dispute itself about this? For instance, what is one to make of the widely-reported phenomenon that teachers were teaching better because they were less

distracted and worn out by long after-school meetings? Have there in the recent past been too many meetings? Or the wrong sort of meetings?

There is a widespread feeling among teachers, pre-dating the dispute, that priorities in relation to how they spend their own professional time are now in a mess. Are discussions about this going to find their way into the negotiations? Is it actually going to be possible to give the highest rewards to the most skilled practitioners of the craft? Will it be possible to win back some enthusiasm for the idea of "restructuring"? How many teachers can be persuaded to see the final agreement to discuss pay and conditions together as an opportunity rather than a humiliating sell-out?

The answers to all these questions lie in who wins the tug-of-war for teacher opinion across that dividing line I described in the opening paragraph. A cartoonist would put Fred Jarvis at one end of the rope and Fred Smithies at the other. Since the stakes for both, in terms of union membership and personal reputation, are high, we can expect a debate at high volume.

The cartoonist might be perplexed as to where exactly to put Sir Keith Joseph. Before his sour pronouncements last weekend one would have assumed that his position would have been if not exactly lending his weight to Smithies, at least

helping in some less obtrusive way - sharing up a foothold marked "£1.25 billion" perhaps, or slyly moving the mid-point east in the rope marked "Burnham teachers' panel". But he has given every appearance since the ACAS announcement of actually not wanting the dispute settled, except on the terms most humiliating to the teachers: leaving them nothing to show for the long months of struggle; and no hope of anything much more next year. It is this extraordinary insensitivity to teachers' feelings that makes Sir Keith Joseph such a disastrous Secretary of State for Education.

There is a longer term question as well. The issue of "no-strike-agreements" is generally in the air. The one teachers' union that promotes the idea (PAT) is growing, though it is still the smallest. I have found a surprising number of teachers in all unions and of all political persuasions who are interested in the possibility. I think the experience of the last year has convinced some of them of the inappropriateness of the strike weapon in teaching - not least because of teachers' temperamental inability to use it with all the necessary force. Obviously this is an idea whose realization is a long way off.

It would have cost Sir Keith nothing last weekend to come down off the battlements, walk across the drawbridge, extend his hand to Pat Lowry and congratulate him on the settlement. He could even have added some words of encouragement, however anodyne, for the progress of the negotiations. Why didn't he do it? What sort of peace does he want in the schools? Does he actually think that a sense of defeat will make for better teaching?

NEXT WEEK

Next step for parents
Martin Rogers suggests that an effective parents' movement can be built on parent-governor networks.

Coming to a head
The signs that head teachers are now suffering intolerable stress.

GCSE training
Subject guides for teachers reviewed.

It is difficult to talk about what is stressful in a school without sounding like a wingeing, complaining sort of person, rather than someone who has been a sensible and successful teacher for 20 years.

I am prepared to talk about what happened because I want people to realize the pressures that some teachers are working under and the dangers which are facing the children both educationally and in other ways. There are some very unhealthy relationships with children because of the instability of some of the teachers who are unwell and under too much pressure.

I think these pressures build up over a long period and one isn't aware of what is happening until it hits you. My memories of the time, leading to my total collapse are very vivid.

It was a Thursday afternoon (in October 1984) and I was teaching a fairly bottom-heavy CSE group. I had a good relationship with them and they were behaving no better or worse than they had done before, but you know, there was a constant level of chatter, and one had to work very hard to keep their concentration. I had every confidence in them and I am sure they would have done reasonably well at the end of the course, but I remember thinking to myself "you can't go on putting in this amount of effort, year after year".

Earlier that afternoon I had taken the sixth form, one of the brightest and nicest I have ever known. They were very demanding and I enjoyed the lesson, but by the end of the day I was in a dreadful state, utterly exhausted. I was in the habit of marking books after tea, but on this occasion, I just fell into bed.

I awoke about nine o'clock sweating like a pig and trembling. I was in a panic about the marking and started getting the files out, but my wife, who

You simply can't go on like this, it's bloody silly'

also a teacher, took one look at me and said "you simply can't go on like this, it's bloody silly". I think I made a conscious decision then, not to turn to teaching.

The next morning I went to see my GP. He told me to be impatient as I had been to see him fairly frequently with trivial complaints, but he listened carefully and didn't seem at all surprised at what had happened.

I suggested various forms of help: drugs, group therapy and so on, but I chose to talk to my friends and colleagues instead, backed up by weekly visits to him. I was dreadfully ill and disturbed for several weeks.

I suppose it was a nervous breakdown although nobody actually called it that. I used to sit in the car for hours thinking about what had happened. Trying to find some justification for it, I suppose. Remember, I had been a responsible, long teacher for 20 years and I think people saw me as a pleasant, genial sort of chap, not given to overreacting. One thing that I found very hard to understand was that I wasn't at all concerned about the children. In one way it was a relief, but I felt guilty about it.

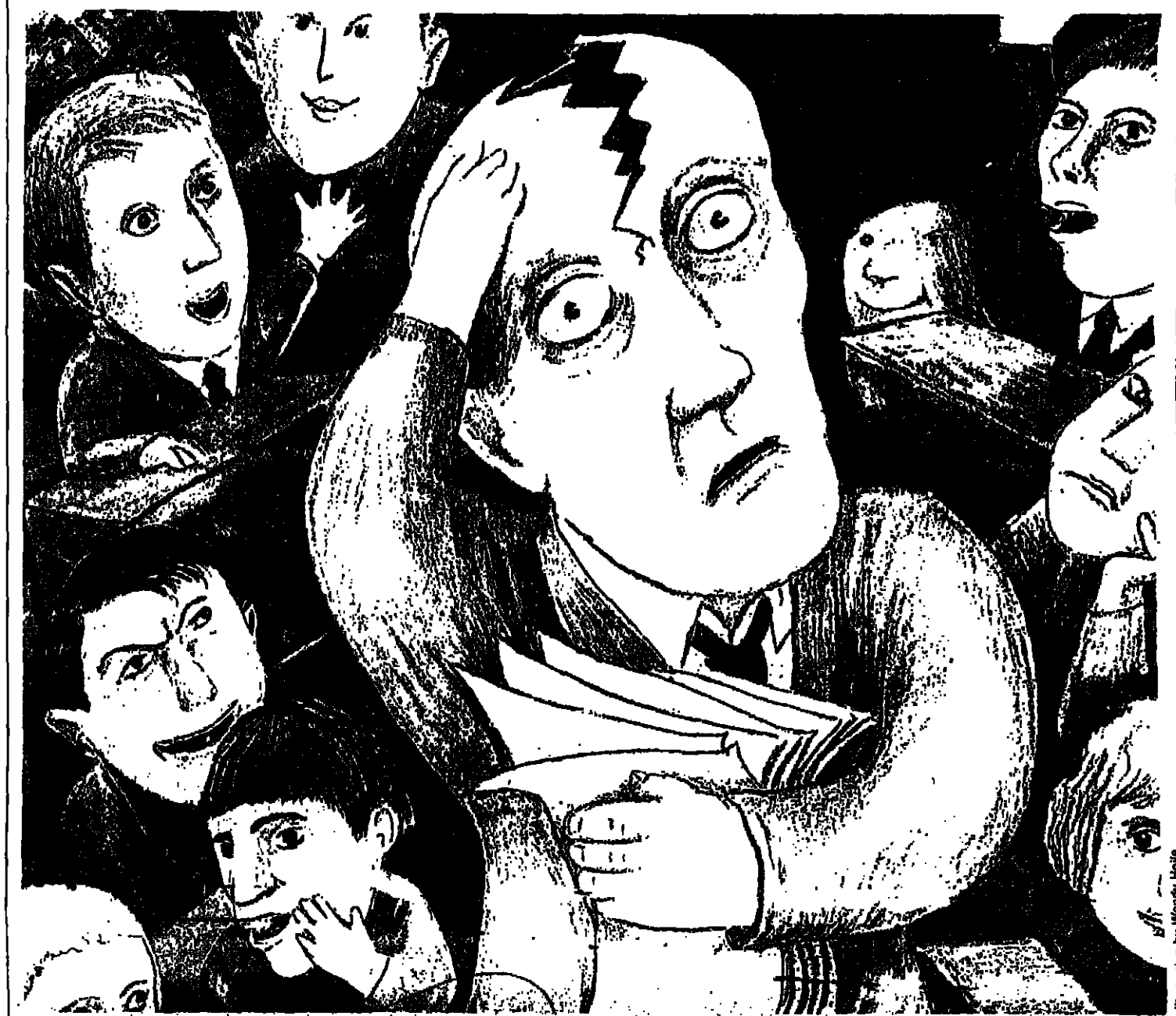
I was difficult to accept what had happened because it was just two weeks into the new term, and as an NUT representative I had been away on a week's residential training the following long summer holiday. I felt very good when I returned, although there was a gradual accumulation of marking and general slog of work to deal with. Before the holidays my work hadn't been too good.

I remember a woman colleague telling me that she thought I was very ill because I "went over the top". I was told at very short notice that she was redeployed, although she was not in my class and my job was far too threatening.

I think I have been very lucky in the close support I have had from colleagues. Many of them would like to do what I have done, because they are under stress, but for various reasons they are afraid to leave teaching. I have seen them day in and day out, year after year with love, sympathy, compassion, as the kids come up with problems after another. It's like parenthood. You can't distance yourself if you are a really good teacher and want to create a warm and alive atmosphere.

There has been much debate lately about what teachers should and shouldn't be doing, and what it is the suggestion that they should be doing with the children, listening to them, and about their needs. Yet the way to survive in the present school situation is the reverse. Many teachers build great walls of defence around themselves, teaching subjects in a cold and formal manner, year after year, and distancing themselves from the children. They "survive" and one is tempted to admire them in an awful twisted sort

After 20 successful years in the classroom Mike Vernon suddenly broke down: the story of a teacher pushed beyond the limit, as told to Hazel Shaw.



A burnt out case

of way. But the thought of becoming like them, brings you to your senses. There is no doubt at all that it is the caring teacher who is most vulnerable to stress.

The school I left was a very energetic and thrusting comprehensive, in which there were some hard-working and lively-minded individuals, but we had all been caught up in the comprehensive debate and long drawn-out sagas of reorganization and the battle to implement it and justify it to parents and others.

Although we eventually became fully comprehensive and developed a flourishing sixth form, we were then told to prepare for yet another policy change - the sixth form which we had built up was to be disbanded and the pupils were to attend a sixth form college. Not only were we to lose our brightest children, but we actually had to help with the plans for their removal.

I don't believe that people are generally aware of just how much effort, planning and organization goes into building up a sixth form. So many of the teachers behaved unselfishly over plans for the "dispersal", but I know that it left them emotionally exhausted. All these things add up to stress, and in my own case I would add to it the unsympathetic remarks that some parents and others make such as, "well you have longer holidays than anyone else, and you only work from nine to four". I remember one colleague who left the profession in a rather alarming manner, saying that the turning point for her was when she no longer found the summer break long enough to "re-charge" the batteries.

During the last eight years I know of 10 teachers who either were admitted to hospital as a result of stress or went right out of the profession. Other people I know are still unsettled but hesitate to make their feelings known for fear of being thought inefficient and inadequate.

I can remember a visit from the English adviser, a great guy with whom I had an excellent relationship, and who I was usually delighted to welcome into the school, turning into something of a nightmare. For some reason, I felt very

threatened as he sat at the back of the room while I took a third year group who were being very noisy and bawling around in the way that third years boggle.

I am not one who insists on an oppressive silence, but I don't work in a noisy environment either, and I knew that I needed to bring them to heel, but I simply couldn't do it with him in the room. It was ridiculous. I knew it then and I know it now. I remember thinking at the time: "I never want to put myself in this situation again".

I went through a period when I couldn't plan even the next day's work and when teachers were away I was incapable of providing work for their pupils or assisting the supply teachers. I'm sure I looked calm but inwardly I was screaming hysterically.

I was, in general, unable to cope with administration. When I had a free period I wasted it by pursuing trivia. I became worked up about a

application for a "breakdown" pension. They informed me that it would be necessary to be examined by several doctors before my condition could be verified. It might be possible, they said, to go gracefully out of teaching with some money - if I was lucky.

I saw a variety of doctors: my own doctor, a local authority doctor and one from the DES before my condition was confirmed and I was declared "unfit to teach". It was a terribly difficult time. I used to come down and look on the mat every day hoping for a letter from the DES and worrying about what I was going to live on if I didn't get a pension. I knew that I couldn't have gone back to teaching even if they had said that it was well because I certainly didn't feel up to it. But there were days when I would have little "highs" and I had no idea what impression I was making or what kind of assessment the doctors would make.

I had to hope that they would be skilled and understanding enough to recognize my true condition. They were, and in June 1985 (he walked out in October 1984) I received a letter from the DES informing me that I had been awarded an invalidity pension of £4,200 based on my 20 years teaching. By a weird twist of fate 20 years is a very crucial landmark. They enhanced it to 27 so that I get 27/40 of a full teaching pension, plus a lump sum.

Although I can't go back to teaching, I feel very fortunate and cushioned. I am no longer threatened like those caught up in the day-to-day battle, although even now I feel there is a danger in exposing myself, and that some people will consider me "inefficient" because I dropped out.

I feel desperately angry that society and the Government don't understand what the present demands are doing to teachers. I want my children to go to a school where the teachers are fairly happy and ready to work and where they are not under exceptional stress and have the time and resources to do the job properly. I believe that a very large number of people around the country want this, too.

'I'm sure I looked calm but inwardly I was screaming hysterically'

NOTICEBOARD

PEOPLE...

Mr Ian Halford, housemaster at King's College, Taunton, to be head of the School of St Clare, Penance, from summer term, 1986.

Mr Michael Maybury, chief executive officer, International School of Tanganyika Ltd, Dar es Salaam, Tanzania, had been appointed director of the Vienna International School, Austria.

Dr Gordon Hopkins has taken up his appointment as principal of Dudley College of Technology on the retirement of Mr Donald Bailey, who continues his work with the Associated Examining Board.

Dr Patricia Crocker, head of the computer service at the Polytechnic of the South Bank, to be director of information technology at the London School of Economics from March 1.

Mr Michael Sheehy, a senior producer in Religious Broadcasting, BBC to be Director of the Cross-Cultural Communications Centre, Sally Oak College, Birmingham, from September. In succession to the Rev Doreen Saunders, who established the centre.

Mr Paul McGee, inspector with responsibility for maths and computer education, London Borough of Croydon, to be Chief Inspector of the retirement on health grounds of Mr Don Carter.

Education, 21 University Road, Leicester LE1 7RP. The speaker will be Mr Alan Howard, president of the Mathematical Association, and deputy principal, Homerton College, Cambridge. Fee £1.50. Applications Leicester 551122.

March 1
The Needs of the Special Needs Teacher organized by the National Association of Teacher Therapists and Teachers in Multi-Disciplinary settings at the Civic Centre, Hounslow. Members £3. Non-members £5. Details from Gill Sedgwick, 53 Acacia Road, Hampton, Middlesex. Bookings should be made by February 14.

March 8
Anti-Racist Education - The Irish Dimension at Bishop Chelloner School, King's Heath, Birmingham, organized by the London School of Economics Department and the Committee for the Irish Dimension in Education. Fee £2. Details David Ruddell, MCSS, Bordesley Centre, Stratford Road, Birmingham B11 1AR.

COURSES...

March 3
Introduction to Writing for Video organized by London Media Workshops at The Clichetier Room, Dolphin Square, London SW1. Course tutor Rosemary Hornsman, former educational television producer. Fee £39.65. Details of this and other practical courses in writing for television and radio from Sylvia Angles, London Media Workshops, 112 Kings Drive, Greenand, Kent DA13 8B3. 04675.

CONFERENCES...

February 1
University of Leicester morning conference on Girls and Mathematics at the School of

March 27-April 1
Poetry in Schools: Teachers as Writers - an Arvon Foundation course held in conjunction with the Further Professional Studies Unit of the University of Bristol at Totleigh Barton, Devon, to explore poetry in schools, children's writing, poem forms, examination of poetry books and associated activities. Tutors: Moira Andrew and Wes Magee. Fee £95. Details of this and other writing courses from the Arvon Foundation at Totleigh Barton, Sheepwash, Devon EX21 5NS.

EVENTS...

February 10, 24, March 10, 24
Peace Education Project seminars from 6pm - 8pm at 6 Endsleigh Street, London WC1. Details from Richard Yarwood at the project: 01-3879501.

February 21 and 22
Radio Society of Great Britain: lectures at the Science Museum at 2.30 on An Introduction to Atmosphere - lectures and demonstrations by members of the Education Committee of the RSGB. Admission free.

INFORMATION

History of Education Project
The History of Education Project, under the direction of Professor J. R. Baines, is seeking details of teachers on local history accepted by English and Welsh universities. It is

hoped to publish a list of findings later this year. Readers are invited to send the following details about local history treasures: author, title, year of acceptance, examining body, location and conditions of loan to: Stephanie Brown, History of Education Project, University of Durham, Leazes Road, Durham, DH1 1TA.

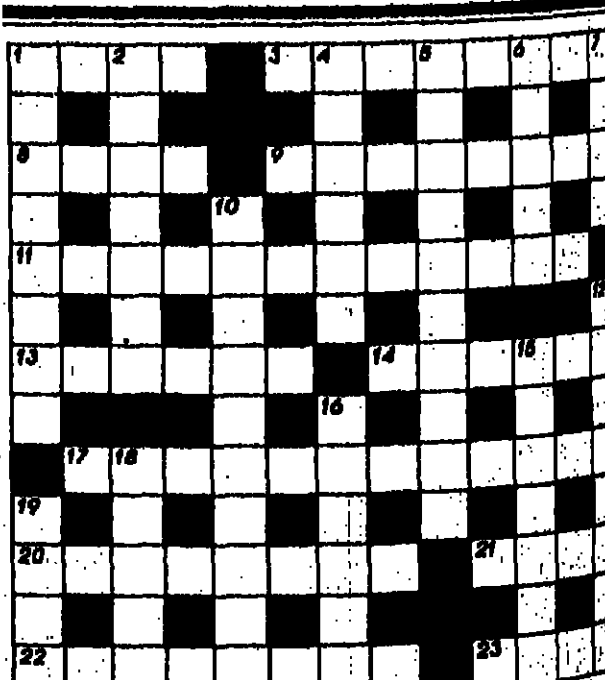
PUBLICATIONS...

Parents and Maths and Parents and Reading are two information sheets from the Advisory Centre for Education about the role of parents in the education of their children. The first explains the ideas behind modern maths, and how parents can help children at home. The second explains how children learn to read and the importance of parental help. 50p each including postage from ACE, 18 Victoria Park Square, London E2 9PB.

COMPETITIONS...

The Young Linguists competition is for young people under 15 fluent in two languages other than their mother tongue. The first round involves the preparation of two projects - one in each language on topics of the contestants' choice. Regional and national rounds will assess performance in all languages skills and the final will be held on October 17, 1986. Travel and study bursaries will be among the prizes. Details of this competition and Festival of Languages from CLT, Regentia College, London NW1.

No 239 CROSSWORD by Rufus



Across

- Put up a bird (4)
- Lay assembly? (3-5)
- Wishman gets backing in the church (4)
- Perhaps charm is a personal quality (8)
- Plans to give scope to people in the arts (12)
- I'm not one to work (6)
- A firm after new out and goes to the wall (6)
- Swi organization which makes the news (12)
- Long running battle (6)
- Heroic Swiss count (4)

Down

- Put or tin basin broken? (8)
- Conical that the cost of insurance has risen? (5, 2)
- Make a resounding comeback (6)
- A cut in decimal rates (10)
- Course must be wrongly (5)
- Period from very early times (4)
- Application for injury benefit, perhaps (10)
- It's assumed if teachers by experts (4)

22 For carrying one's clothes on a motor-bike? (4-4)

15 An idea of culture (7)

16 A letter that says (4)

18 A girl of Romanesque (7)

19 Show up for death (4)

Solution to puzzle 238

Journal of Management Education 36(8) 970-987

ENGLISH AS A FOREIGN/SECOND LANGUAGE

The Cambridge English Course. By Michael Swan and Catherine Walter. Cambridge University Press. Student's Book 2 £3.50, 0 521 28984 X; Teacher's Book 2 £2.50, 31626 X; Teacher's Book 2 £6.95, 28982 3; Test Book 2 95p, 31626 X. Set of 4 cassettes £29.50 plus VAT.

Counterpoint Beginners. By Mark Ellis and Pritha Ellis.

Nelson Course Book £3.50, 0 17 555576 1. Workbook £1.90 555577 X. Counterpoint Elementary. By Mark Ellis and Pritha Ellis.

Nelson Course Book £3.50, 0 17 555580 X. Workbook £1.90 555581 8.

Meridian. By Jeremy Harmer.

Longman Teacher's Guide 1, £5.50, 0 582 57949 X. Student's Book 1, £3.50, 57947 3. Set of 4 cassettes. Student's Book 1 £6.00, 57953 4; Oral Practices cassettes 1-3 £20.00, 57952 X.

Break Into English. By Michael Carrier and Simon Helms.

Hodder and Stoughton £3.75, 0 370 33400 2.

English Visa 3. By Jon Blandell.

Oxford University Press. Teacher's Book £5.00, 0 19 433692 1. Student's Book £2.95, 433691 3. Workbook £1.95, 433696 4.

On The Way 3. By Geoff Tranter and Gunther Reischwein.

Cassell Course Book £4.25, 0 304 31175 8. Teacher's Book £4.95, 31176 6. Workbook £1.50, 31177 4. Cassettes £12.50.

EFL is still a major growth area in an otherwise depressed educational publishing industry. Trends move fast in EFL; orthodoxy do not remain unchallenged for long. A revised examination syllabus, the latest ESP discipline, a newly identified language sub-skill all bring with them the inevitable flood of materials from competing publishers.

However, such titles do not always offer a particularly attractive return on investment. So publishers need to ensure that they have on their list a highly successful flagship coursebook.

There are other reasons, though, why publishers are currently trying to produce the definitive general English coursebook for the late eighties. The brand leaders, *Strategies* and *Streamline*, are beginning to run out of steam (despite the fact that *Streamline Directions* was only brought out in 1985).

Both series are so well established overseas that there is considerable pressure on publishers to come up with something new for the home market.

After all, no student likes to arrive for an expensive UK language course to find that he is expected to follow the same coursebook he has been using all year at his local language school.

More importantly, our whole approach to EFL has developed and, some would say, matured over the last 10 years. Grammar is no longer a dirty word. Gone are the euphemisms about "language patterns" or the "communicative syllabus". Teachers and students now demand clear and explicit presentation of grammar points, with plenty of no-frills manipulative practice.

But they also want lively, student-centred communicative tasks and activities, as well as authentic (or semi-authentic) listening and reading input, which will provide the raw material for informal learning. Above all, teachers do not want to be unduly constrained by a coursebook. They want to be able to use it flexibly as a resource, bearing



Front runners

Graham White compares the flagship coursebooks

in mind all the parameters of the course, including the learning styles of each individual student. And, of course, teachers expect ever higher standards of presentation, layout and artwork.

Today's orthodoxy is, whether we like it or not, heavily influenced by Stephen Krashen. Academician, minimalist to the lack of scientific rigour in Krashen's writings. But the twin concepts of conscious learning and unconscious acquisition (echoed by Brumfit's accuracy/fluency distinction) have been enormously useful to teachers in helping them to clarify their overall approach to teaching and in the preparation of individual lessons. One would expect any new coursebook at least to take note of these ideas.

So, how do the current crop of coursebooks match up to these high expectations?

The second volume of the four-part *Cambridge English Course*, by Michael Swan and Catherine Walter, is now out. Its multi-syllabus approach systematically presents not only grammar structures, but also functions, skills, notions, topics, situations and phonology. The inclusion of pronunciation and stress exercises in each unit is especially useful. Teachers cannot always be relied upon to cover this important area adequately if they are not given guidance by the coursebook.

For those who have followed the recent dispute in print between Swan and Widdowson about the validity of the communicative approach, here is an opportunity to see how Swan's ideas work out in practice. He maintains that

students are able to transfer communication strategies from their first language and do not need to be taught them explicitly as part of an EFL course. What they crucially lack, according to Swan, is vocabulary and grammar structures.

There is no doubt a good deal of truth in this. One can appreciate Swan's irritation with hard-line communicative theorists, who insist that grammar and vocabulary should never be taught, only learned inductively as a by-product of communication. However, it may be that Swan has gone too far in the opposite direction.

The presentation activities are varied and lively and the controlled practice exercises thorough, but the vocabulary load is too heavy for elementary and lower intermediate level students and may even prevent them from completing the grammar exercises successfully. Swan acknowledges the problem in the teacher's book, but can only suggest the use of bilingual dictionaries with multilingual classes - a dangerous solution unless the teacher knows the first languages of all the students and can check on the accuracy of their translations.

The other problem, which can again be traced back to Swan's intellectual position on communicative methodology, is the lack of preparation for the free-range activities. For example, in Unit 8a students are asked to write about their own country, using the initial reading text as a model. There is no indication as to how to set about the task; no rules about sequencing or referencing are given. Often the free-

stage exercise is a simple instruction to make up and practise a conversation using given vocabulary. I doubt whether students would be able to learn much from attempting such exercises. They are likely to become demotivated at their inability to cope with all the undigested vocabulary.

The layout is mostly clear, but the artwork is uninspired, relying heavily on line drawings. Surprisingly, in a course so well researched and piloted, there is relatively infrequent use of realia.

Counterpoint 1 and 2 are strong on presentation and realia. Mark and Pritha Ellis have come up with a magazine format which should have genuine appeal for young adult learners at beginner and elementary level. Familiar topics are treated from a new angle, often in an international context (eg housing in Thailand, problems of the disabled, a mass transit system in a Canadian city) and are enlivened by some excellent full-colour photographs.

Each unit takes a double-page spread and there is a further page of exercises in the Practice Book. Teachers may need to look out supplementary material to consolidate some of the tougher grammar structures.

The communicative tasks are, for the most part, well constructed. Input is drawn from the students themselves, often through questionnaires, and the language is tightly controlled, while at the same time providing maximum opportunity for the exchange of ideas and information.

Some of the boxes for noting down information are too small. The introduction of this series, despite the term "notional syllabus", is a welcome change. Discouraging students from writing in books may help to reduce more copies to institutions, but the user is bound to find it frustrating to have to copy the box into an exercise book.

One of the pleasures of the *Counterpoint* series is the lack of fictional characters. *Meridian* has a continuing story about a racing driver and some fictional language school students. Neither characters is particularly engaging and one cannot imagine still more identifying with them.

The student's book covers pure and functional areas efficiently at the beginner level, while the teacher's book contains follow-up exercises, information-gap activities with which input sources helpfully provide different pages), puzzles, and writing tasks. Incidentally, it couldn't find the two parts being included into one book of under 200 pages. The current trend towards longer coursebooks, not to mention more and less titles, is not to be encouraged.

Break Into English offers the familiar mix to the false beginning introductory dialogue (this is a feature making-believe inhabitant of a glamorous Colchester), language exercises and a controlled practice section and transfer stage, but is up by a practice book. *Counterpoint*, it looks like, is made to find good photographs supporting realia. The topics (the life of... direction, holidays, instructions) are also less than imaginative. The teacher's book is a straightforward explanation of the principles underlying the course and detailed suggestions on exploitation of the material.

English Visa 3 has a much up-to-date feel about it. There are cartoon stories, a James Bond adventure, projects and puzzles, as well as reading tasks based on realia, mini exercises and discussion. The interest to young adults. The approach may not work with all ages, but it would be suitable for intermediate level holiday course students, who have already covered main structures and need lively material for revision.

On The Way is a functional course makes few concessions to the ideas on language teaching. This is because it originates from Germany, where the focus on approach still holds sway. Each unit is extremely long, and although successful in integrating into an overall language syllabus, it is a bit tedious. The language level is quite high and some of the exercises are pretty hard-going (when with very little effort they could have been much more involving). It will need quite a lot of help. However, teachers using the book selectively will find a wealth of useful material, and many foreign or trainee teachers will welcome this opportunity to enhance their own knowledge and appreciation of the language.

The illustrations are from *Meridian* (left), and *English Visa* 3.

Graham White is principal of Regent School House, Sussex.

The illustrations are from *Meridian* (left), and *English Visa* 3.

The British Council has published for the first time details of its watch-dog scheme for private EFL schools. The Council became involved in inspecting and recognizing schools when Government cutbacks led the Department of Education and Science to withdraw in 1982 from the voluntary recognition scheme it had run since 1957. EFL schools fell outside the scope of the 1944 Education Act and there is no legislation - apart from statutory law on health and safety, employment and planning - which regulates their activities.

The cachet of Government approval had proved a significant marketing advantage for recognized schools and the Association for Recognised English Language Schools was temporarily thrown into crisis when the DES announced its intention to end its recognition scheme. At the same time, the Federation of English Language Course Organisations, an association for summer schools which had run its own self-regulatory inspection scheme, saw an opportunity to put itself on the same footing as Arels, and both associations approached the British Council to urge it to take over where the DES left off.

The Council agreed, but this provoked criticism from schools outside the scheme (an estimated 500-plus) that the Council with its massive involvement in selling its own English language courses abroad, was not a focus, controlled practice, process, UK schools and promote their courses abroad at the same time.

"The British Council does not operate language schools in Britain," says Roger Bowers, deputy controller of the Council's English language and literature division. "The Council is concerned that the monitoring of its own standards should be conducted by a body which does not have a self-interest within the profession. Certain-

ly our experience in running the scheme within Britain has been that there is no conflict of interest with any other area the Council has been involved in." The primary aim, he says, in developing the new self-financing recognition scheme, is to provide consumer protection for overseas students by appealing to private schools' purses.

"Institutions which have subjected themselves to inspection for recognition can employ the status that they buy for their own marketing purposes," he says. "And the Council is interested in expanding the place which the British EFL profession has in the market place overseas."

To judge by the comments of Mr Paul Mason, principal of the Cicero School in Tunbridge Wells, one of the schools recognized by the Council since it took over the scheme, the strategy appears to work. "Most schools get 50 per cent of their students from overseas tour operators. With 170 or so recognized schools, operators are not going to deal with unrecognized schools. There may be some schools which have more altruistic motives for joining the scheme, but I doubt it."

It is the Council's hope that new elements in the re-vamped scheme will raise standards. Major changes include the insistence that schools sign an annual declaration stating that conditions have not changed since the last inspection. These inspections take place every three years. And the

used without access to newspapers) and contain a lot of interesting work for good intermediate or advanced students. *Language and Style in the Press* concentrates particularly on the key vocabulary used in the news and explores its meaning (or meanings), in the numerous puns which occur in context, as well as evaluating the attitude expressed by the journalists' choice of words.

Scout examines each of the main features of a newspaper in turn (front page, headlines, articles, cartoons, pictures, letters and classified ads) and provides work which uses the students' knowledge of the language features (comparing and contrasting, note-taking, report writing, discussion, role-play, etc.). Both provide a wealth of information and ideas for teachers wanting to work with newspapers in class.

Listen here

Elementary Task Listening. By Jacqueline St Clair Stokes.

Cambridge University Press Students' Book 0 521 27578 4. £1.95. Teacher's Book 27582 2. £5.50. Cassette 25594 5. £6.00.

Listening Tasks. By Sandra Schecter.

Cambridge University Press Students' Book 0 521 27898 8. £2.50. Teacher's Book 27897 X. £9.95. Cassette 26258 5. £6.50.

Listen In. By Gaynor Ramsey.

Hulton Students' Book 0 7137 1367 X. £5.55. Teacher's Book £3.50, 1368 8. Cassette £6.00, plus VAT 1369 6.

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Listen In is of a similar type and approach concentrating purely on the listening skill. The exercises and recordings are of the same high standard as the Cambridge books, but the design is less inviting.

Each of the three is accompanied by a teacher's book containing the key and hints on exploitation.

Susan Norman

Good news

Language and Style in the Press. By Barbara Duff and Ramon Shandler.

Collins £3.75, 0 00 37060 5.

Scout. By Barry Baddock.

Longman Press £2.95, 0 08 028635 6.

Newspapers are an obvious source of EFL material. They cover a wide range of interests; they are up-to-date and contain a lot of interesting work for good intermediate or advanced students.

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On approval

Stuart Little on the British Council's watchdog scheme for private EFL schools

Council now has the right to send in inspectors if it has reason to believe that conditions in a school have changed, if complaints are made about a school or if the school itself requests re-inspection. New categories for inspection have also been devised, with separate criteria for courses for general English language services, juniors, children, and ELT consultancy services.

The trade union for EFL teachers, the International Language Teachers Branch of the Managerial and Administrative, Technical and Supervisory Association, claims the re-vamped scheme fails to recognize that paying teachers well and offering good working conditions are a necessary concomitant of high standards. The new stipulation that schools should show inspectors "evidence of sound payroll accounting, current employee insurance and a statement of employment conditions," is simply not good enough, says their spokesperson Glyn Jones. "That amounts to inspectors seeing a specimen contract - it's a long way from checking whether any member of staff actually has a statement of conditions. Nowhere in the recognition handbook does it say that inspectors should bother to find out anything from the staff concerned."

Paul Mason is also sceptical of the inspectors' ability to test a school's propriety on employment conditions, contracts and the general financial aspects of running a school. "The inspectors looked hard at our teaching,

ly our experience in running the scheme within Britain has been that there is no conflict of interest with any other area the Council has been involved in." The primary aim, he says, in developing the new self-financing recognition scheme, is to provide consumer protection for overseas students by appealing to private schools' purses.

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Language and Style in the Press, by Barbara Duff and Ramon Shandler, is a book which uses the students' knowledge of the language features (comparing and contrasting, note-taking, report writing, discussion, role-play, etc.). Both provide a wealth of information and ideas for teachers wanting to work with newspapers in class.

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Susan Norman

Good news

Language and Style in the Press. By Barbara Duff and Ramon Shandler.

Collins £3.75, 0 00 37060 5.

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of the individual in relation to his employers are the paramount concerns of a union," says Roger Bowers. "Our procedures involve seeing a great deal of documentation, including the contracts to which teachers are held. That is different from becoming involved in matters which concern the individual's legal relationship to an employer. It would prolong and probably distort the discussions of the committee if matters which are primarily of union concern were brought to discussion."

Meanwhile, some school principals feel that the new criteria are unrealistically high, pointing as examples to new stipulations that all directors of studies should be capable of training teachers, that no school should have on its staff any untrained teacher who is not currently undergoing organized initial training, and more than 20 per cent untrained teachers.

Whatever the criticisms, however, the test will be whether the new schemes raise standards throughout EFL. And a fundamental difficulty, which the Council cannot overcome is that the scheme is voluntary.

"Language Schools are commercial operations like any other," says Roger Bowers. "If they break the law of the land they can be held legally responsible for their activities. If they don't break the law, nothing can be done to prevent a private individual from conducting his own business."

It remains to be seen whether the marketing advantages held out by the Council are sufficiently attractive to tempt unrecognized schools to join the scheme. The greater the number of schools undergoing inspections, the less likely it is that foreign students will fall prey to the shadier elements of the trade.

Stuart Little is Editor of the EFL Gazette.

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Survival techniques

Working English. By Suzi Wells. Heinemann Educational. Textbook £3.25, 0 435 28931 4. Teachers' Book £3.95, 28932 2. Workbook £1.95, 28934 9. Cassettes (2) £14.00 + VAT. 28933 0.

This course is intended for absolute beginners, and tries to combine general and technical English so as to give students a pared-down "English Survival Kit" for dealing with a variety of essential situations. Survival in this context refers both to socializing and communicating in the workshop or factory. In the latter areas, the language of safety, hazards, and first aid are combined with giving warnings, as well as understanding/producing oral instructions and process descriptions. In other words, this is all pretty standard stuff.

Working English evinces a lacklustre but-and-brace approach to language learning, whereby the chosen

structural items are taught in conjunction with purportedly relevant communicative functions. Situational and thematic components are also present, and there is even a storyline wherein a "lovable" British technical student named Sam (who, incidentally, is "accident-prone, clumsy, incompetent, forgetful and lazy") provides the "fun". There are five units, comprising a total of forty-five lessons, and these are complemented by a workbook which has revision tests, a thoughtful provision noticeably lacking in most other EFL coursebooks. The teachers' book includes blow-by-blow instructions for the textbook lessons, with "boxed" summaries of the linguistic items to be taught. A lesson-by-lesson vocabulary list can be found at the end of the teachers' book, but this is not easy to use in practice. An alphabetical master list of lexical items would probably have been more effective.

The textbook has abundant graphic material, in association with relatively little text. This is done to strong point of the course as a whole. However, some of these visual aids are unhelpful, and even a bit distracting. For example, the film that distinguishes indicated by fingers pointing to the left and right on the page. Moreover, EFL/ESP intentions of the book are often in effect suggested by the English simply in the title. It's an appallingly "it's a child" for no more.

Working English is by no means a true beginner's course. It is a reading and writing book, and the cassette is too rapid.

EFL

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All the major EFL publishers have brought out, or are in the process of bringing out, a major English course suitable for use in secondary schools. Their principal markets are abroad, but most are also suitable in part or as a whole for ESL students at secondary schools and younger foreign students at further education colleges and private language schools in Britain. They are necessarily produced, and therefore reviewed, piecemeal with the result that most teachers have little opportunity to assess their relative merits. The aim is to do that here.

There have been some fundamental changes in our approach to language teaching in recent years and the current crop of courses share a number of assumptions. Modern ideas of language teaching have shifted from how much of a language students know to what students are able to do in the language. We still start with the simple common structures and move to more complicated ones, but they are presented in a context which makes clear the meaning and function of the words, ie making requests or complaints, asking for or giving directions, making, accepting or refusing offers etc. It can be taken for granted that all the authors of the courses under review here have come up with an acceptable compromise between the structural and functional approaches which allows students to use the language they know while having an awareness of the grammatical system and structure of the language.

Linked to the general move towards teaching students the language they are most likely to need and come into contact with is the increasing use of authentic (or at least realistic) materials. Many of the illustrations in modern coursebooks are an integral part of the exercises and consist of timetables, extracts from newspapers, books and magazines, letters, notices, advertisements, registration forms and so on. This has been echoed in the provision of more authentic listening materials: people tend to speak more naturally on EFL cassettes these days. Authenticity for its own sake, however, is usually tempered by an appreciation of the particular needs of those still in the process of learning the language.

Since the courses are all designed to be used in secondary schools in a variety of countries with different educational systems, they all contain three, four, or sometimes five books (in some the final book is clearly marked as optional), each designed to provide work for one academic year (somewhere in the region of 90 to 120 hours' study). It is up to individual teachers to make a book "fit" the time available by giving homework and omitting particular exercises, or conversely by doing all the additional extension and follow-up work in the workbooks or suggested in the teachers' book. All the courses aim to take students from absolute or false beginner to a good intermediate level (pre-Cambridge First Certificate).

All the authors are aware of the need to appeal to the interests and concerns of a teenage market. Although a lot of topics are common to all the books, teenagers are seen in some as young adults preparing to make their own way in the world, while others recognize that most teenagers are still very much guided and constrained by parents and teachers. The latter also tend to try to appeal to a more childlike appreciation of fantasy. I have indicated each course's basic approach (*Young Adult or Child in the table*).

Similarly, all publishers are aware

Secondary crop

Susan Norman assesses the courses currently available at secondary level

that the books need to be visually appealing and easy to use. All those reviewed here, although markedly different in design, are clearly and attractively laid out and I have indicated under the heading "students' book" in the table whether this includes the use of colour (col) or black and white (b/w).

The components of each course, as can be seen from the table, are very similar. They all comprise a students' book (SB), a teachers' book (TB) containing the answer key, rationale and teaching suggestions, a workbook (WB) and cassettes. I have indicated the number of cassettes at each level, whether the teachers' book incorporates the material in the students' book and whether the workbook provides optional additional exercises or whether it is integral to the course. Some courses include progress tests and in some cases the timescript is published separately (a tick indicates a separate book). Although much of the listening work in most of the courses could be done in a language laboratory, I have indicated on the table where oral drills are available for laboratory work. Some of the courses also include specially written songs and there is an independent video, *Family Affair*, which can be used alongside *Building Strategies* (level 2).

British authors and publishers have been criticized for the parochial nature of EFL books, given that English is very much an international language. Most are now aware of this and are at pains to give a more international flavour, but in fact many foreign school systems require students to know about Britain. All the books reviewed here are based on the British way of life and teach British English, although *Kernel* does have an American English edition. All assume a fairly sophisticated western world audience.

It has not been possible for a number of reasons to include every major course on the market. Some of the courses aimed at adult learners might also be considered for teenagers, in particular *The Cambridge English Course* (see review, page 28). I would also have liked to be able to include *Streamline* by Bernard Hartley and Peter Viney (OUP), for which a series of videos are in preparation and which is also published in an American English edition.

Given that the core language in each course is sound, the main differences between them lie in (a) their treatment of the four language skills, (b) the variety and interest factor of the exercises and (c) any changes of emphasis or development between the books at the various levels (ultimately any course becomes boring if you follow one approach over four years). I have commented on these factors in

the individual notes on each one below, but I would like to make some general observations on the approaches to the language skills.

Over the years the emphasis has moved from reading and writing to speaking, although all the skills are long seen as something students do automatically rather than as something they had to learn how to do in a foreign language. More recently we have appreciated the need to teach and practise the four skills (reading, writing, speaking and listening) in their own right. One of the basic conditions is that while the language students produce (in spoken and written form) can be graded, what they read and hear in real life cannot. It is now recognized that students need to be trained to understand written and aural texts well above their production level, for example by reading and listening for gist or for specific information.

Other skills are divided into the component parts: pronunciation (sounds, stress and intonation) as a element of speaking and listening, the use of capital letters and punctuation and the vagaries of our spelling system in written work, and the conventions of letters, postcards, essays, etc. This trend resulted in a spate of "skills" books which teachers could use to supplement courses in which these elements were lacking. In most coursebooks content being produced, these factors are being integrated from the outset.

Various additional ideas which have received some attention in EFL, which have not been satisfactorily transferred into any of the courses, are problem-solving, creative techniques and ways of enabling individual learners within a class to learn and develop at their own pace, catering for their own interests, and change of emphasis over the four



Breakaway, by David Bolton and Len Nelson

Breakaway contains a lot of lively and interesting material with varied exercises and a cartoon serial in each unit. Students are encouraged to apply the language they learn to their own situation. However, the specific skills work is weak or non-existent and there is no discernible development or change of emphasis over the four

Foundation English, by Joanna Gray and Michael Thorn

This course takes students to a much higher level than the others and assumes a fairly traditional teaching situation and syllabus. It lacks the fun and variety of some of the other courses, but more serious students should learn a lot of English. There is a definite change of emphasis over the four books. *Starting English* (level 1) and *Discovering English* (level 2) take the functional/communicative approach to helping students learn to use every aspect of the language. *Exploring English* (level 3) is an increasingly text-based consolidation course which provides a useful school year. Unfortunately skills work is almost entirely jettisoned.

Thinking English (level 4) is a text-based course (listening as well as reading) at post-intermediate level which considers interpretation of attitude and different styles and registers as well as content. The teachers' books for this course are probably the least helpful in terms of suggested exploitation of the material.

Kernel, by Robert O'Neill and Alan C. McLean

Kernel Lessons Intermediate and *Kernel* Lessons Plus have been indepen-

dently successful as lower and mid-intermediate courses since 1971 and 1972 respectively. When the beginners' course, *Kernel One*, was written, the decision was taken to follow it with *Kernel Two* and *Kernel Three* to form a coherent secondary course. These last three books are the ones reviewed here, although the first two are still available to follow *Kernel One* if preferred.

Kernel One and *Kernel Two* are both available as two-volume editions and there is also a parallel series which teaches American English.

Kernel One is organized around a number of characters who, as the book progresses, become involved in a kidnap plot. In *Kernel Two* the language is presented through the news or a "theme of the week", and each unit contains an episode of a science-fiction story. *Kernel Three* presents language and life through the experiences of four characters with very different life-styles.

The course is sound with well-balanced skills practice and will appeal to more serious students since it lacks many of the more obviously "fun" exercises in some of the other courses. The teachers' book gives an excellent rationale for the course and a great deal of help in terms of presentation and classroom practice, but many foreign teachers might have appreciated a more complete explanation of some of the structural work and more guidance as to the "right" answers to exercises.

Main Course English, by J. Garton-Spranger, T. C. Jupp, I. McGrath, J. Miles and P. Frowse

Main Course English comes closest to an individualized approach to learning English and has an expressed aim of trying to make students independent of the books so that their learning continues, linked to their own interests, outside the classroom. It is also the course in which role-play is most developed.

All four skills are taught and practised using a variety of materials and exercises, and there is a consistent and coherent approach to the practice of pronunciation and the writing sub-

skills as well as suggestions and exercises to develop good study habits. It is the most flexible course in terms of length and opportunities for the teacher to use the material in a way best suited to particular classes and the teachers' books give a lot of help and suggestions for exploitation.

Encounters A (level 1) and *Encounters B* (level 2) are available in one book, as are *Exchanges A and B* (levels 3 and 4). *Encounters A* is presumably aimed at false rather than absolute beginners since it moves along at a cracking pace. *Advances* (level 5) is designated a "post-intermediate" book and is clearly orientated towards students moving into further study in English, but it should be within the capabilities of most final year students.

Strategies, by Brian Abbs and Ingrid Freebairn

The series reviewed here developed from the original "white" *Strategies*, one of the first functional/communicative coursebooks aimed at low intermediate students. *Starting Strategies* is the beginners' book which precedes it.

When it was realized how successful the approach was, the four-level series was developed for secondary schools. The original *Strategies* is still going strong although it does not quite fit into the new series (it is very UK-orientated), but *Starting Strategies* can be used as an alternative to the new colour *Opening Strategies*. The songs which were written to accompany *Strategies* and *Starting Strategies* (*Sky-high* and *Cloudsongs*) are available on separate cassettes and can be used with the series.

Although the original *Strategies* concentrated particularly on oral class-work, all the other books take a more balanced approach to the four skills. The exercises are varied and interesting and each book takes a slightly different approach: *Opening Strategies* (level 1) starts from controlled practice and then gives students a chance to express their own viewpoint. In *Building Strategies* (level 2) there is an increasing emphasis on developing the reading skill. The *Family Affair* video presents key language in the same order as the units in *Building Strategies* and can be used alongside it. *Developing Strategies* (level 3) each unit starts from the consideration of a particular character and then develops a theme of wider, more international relevance and *Studying Strategies* (optional level 4) takes internationally relevant themes and emphasizes the importance of good study habits.

Track, by Donn Byrne and Michael Palmer

Track is a lively course with a good variety of exercises, some fun puzzles and games and a story which develops in alternate units. Pronunciation practice is included in the students' book and there is a good balance in the development of the four skills, although there is particular emphasis on the reading skill (the skill students most need in order to continue their own language development outside the classroom). The teachers' book is particularly helpful in terms of teaching suggestions.

Way Ahead, by John Carmichael

Only the first level of this new course is published as yet, but levels two and three should be available soon. *Way Ahead* is a lively course with a great variety of motivating, fun exercises, puzzles and an "information gap" pair-work as well as a comic strip serial. All four skills and developed systematically, there is guidance on pronunciation in the teachers' book and the review units provide in-built consolidation.

I look forward to seeing whether this high interest level can be maintained and what form of development (if any) there is in the next two books.

Susan Norman is a freelance teacher, teacher trainer and author. She has written several commercial English courses including *We Mean Business* and *We're In Business* (Longman), *The Countrybar Story* (Nelson) and *Financial English* (BBC/Economist). She is also co-director of a conference centre in County Durham.

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EFL

Think critically

New Proficiency English. By W S Fowler and J Pidcock
Nelson. Teacher's Guide £4.25. 0 17 555609 1. Book 1. £4.25. Books 2-3. £3.75 each. 0 17 555605 9/555606 7/555607 5

These three books replace *Proficiency English* published in 1976-78 and the new material reflects the demands of the revised Cambridge syllabus. There is an emphasis on developing language skills relevant to the examination papers, rather than a formal presentation of grammar.

The books can be studied independently to prepare for particular papers in the examination, but they have been written so that they complement each other. A chart in the teacher's guide gives advice on how to use the books in an interrelated way.

Together, they provide a carefully integrated course which takes into account advanced students' weaknesses and problems, particularly in writing, and methodically seeks to tackle them. The method throughout is one of presenting students with a wide variety of material, encouraging them to analyse not only what is said, but also how it is said and how effective it is. Students are therefore being asked to read critically, something that many native speakers of the language would benefit from. In addition there are a number of activities, to be done in groups, pairs or individually. These enable students to put into practice what they have learnt.

Book 1 is a valuable preparation aid for the Proficiency Composition Paper. This paper is one many students balk at, largely because it demands much more than a First Certificate composition in terms of vocabulary and handling of ideas. Fowler's book is a stimulating and comprehensive guide. It comprises 28 units, the last four of which relate to prescribed

books. Units 1-24 are divided into six stages, reflecting the different compositions students can write: description, narrative, discussion and guided writing of various kinds. The stages progress from accurate self-expression to more sophisticated and fluent writing.

This book goes further than meeting the demands of an examination. The unit on "Women in Society", for example, begins with a questionnaire for students to fill in; this identifies their own immediate responses to topics such as equal pay, male/female roles and relationships. The unit then presents a number of historical extracts from Mary Wollstonecraft, George Eliot, Virginia Woolf to Sheila Rowbotham. The questions on these texts encourage students to analyse the ideas, how the arguments are structured and developed, points of difference between the texts and comparisons that can be made. Two modern views on women, from *The Female Eunuch* and *The Total Woman*, are given to be critically examined, and students are then asked to imagine themselves as journalists who have to write an article on a national campaign for state wages for housework. Detailed guidelines are provided for the paragraphing and organization of the article. Finally, the unit poses three general essay titles for homework.

This approach to writing compositions at this level will enable students to acquire a wide and detailed vocabulary, gain and analyse information, criticize and understand how language is used and, above all, think critically.

Books 2 and 3 are linked to *Book 1* thematically, without repeating material. The Reading Comprehension Book has 18 units which reflect a number of the themes chosen for composition topics in *Book 1*. This is useful for vocabulary revision and expansion. The texts, from articles and books by British and American writers

and from publicity material, are for comprehension and for studying in their context. The exercises concentrate on usage, but give practice in differentiating between words and building up a general vocabulary.

A useful addition to the *Proficiency English 2* is the clear and comprehensive advice given on techniques for handling the various kinds of passages that are to be found in the examination.

The topics for summary in the English book reflect parallel units in *Book 1*; also the structures for composition activities in *Book 1* are practised in *Book 3*. The latter contains some material from the *Proficiency English 3* (1978) section on comprehension and summary. However, there is a new section on how to answer the different types of questions and how to approach summary writing.

The book is divided into sections. The first provides information and revision exercises on structure and grammatical points that advanced students have most difficulty with. The kinds of structures practised are those that are most likely to be used in composition writing, so this section is a useful companion to *Book 1*. Sections 2-5 contain exercises which relate to different questions on the English paper: comprehension and summary, structural conventions, rephrasing (with some very valuable work on phrasal verbs and comparative verb structures) and close texts. There are also test papers provided at the end of the book.

These three books, taken separately or together, provide an interesting and thorough course of study for Proficiency students. Indeed for any advanced student of English they give a detailed and stimulating guide to the use of language.

Eileen McCombs

Let's talk

Speaking Naturally, By Bruce Thillit and Mary Newton Bruder.
Cambridge University Press. Students' Book 0 521 27130 4. £2.95. Cassette 25007 2. £7.50.

Person to Person, By Jack C Richards and David Bycina.

Oxford University Press Students' Book 1. 0 19 434150 X. £2.50. Cassette (book 1) 434151 8. £13.00. Students' Book 2. 434152 6. £2.50. Cassette (book 2) 434153 4. £13.00. Teacher's Book 434154 2. £4.00.

Speaking Naturally and *Person to Person* are both functional courses in American English for adults.

Speaking Naturally is for intermediate and high intermediate students and is organized into 11 units which each focus on a specific conversational area such as introductions, invitations, apologizing, expressing anger, getting people's attention and controlling the conversation. Each unit starts with some recorded dialogues which exemplify the key points and a text which explains the American social conventions relating to this area. Students are given questions for discussion. A list of



useful phrases (graded from more to less formal) is followed by guided dialogues and mini-roleplay for pairs practice. It is an interesting approach and the language points are covered thoroughly, but I would recommend the material for occasional and selective use rather than as a course which I feel would become somewhat tiresome.

Person to Person is a two-book course which principally develops students' speaking skills, although it also

pays more attention to listening than does *Speaking Naturally*. The material is carefully graded (high intermediate to false beginners to a variety of level) and exploits types. The first interesting exercise types. The first review units in each book provide a built-in revision. The teacher's book (which covers both levels) gives a great deal of help with exploiting the material and includes a systematic pronunciation drill.

Susan Newman

Verbal agreement

Getting on with Phrasal Verbs, By Dennis Moore.
Basil Blackwell £3.95. 0 631 90014 4.
Making Sense of Phrasal Verbs, By Martin Shovel.
Cassell £2.75. 0 304 31215 0.

Phrasal verbs are simultaneously a perennial area of difficulty and a source of fascination to foreign students of English. *Getting on with Phrasal Verbs* contains 175 of the most frequent phrasal verbs, which are explored in their situational and idiomatic uses. A wide range of phrasal verb exercises is given, with simple explanations of the verb corpus and entertaining cartoon drawings, stories and problem-solving tasks. This book

is eminently easy to use, and a teacher's introduction sets out advice about the presentation, practice, and follow-up stages of the lesson. Emphasis is also given to designing activities which encourage the transfer of what the student has learned to the real world outside the classroom. *Getting on with Phrasal Verbs* could be used as a supplementary reference source when and as students encounter particular problems with this aspect of idiomatic usage.

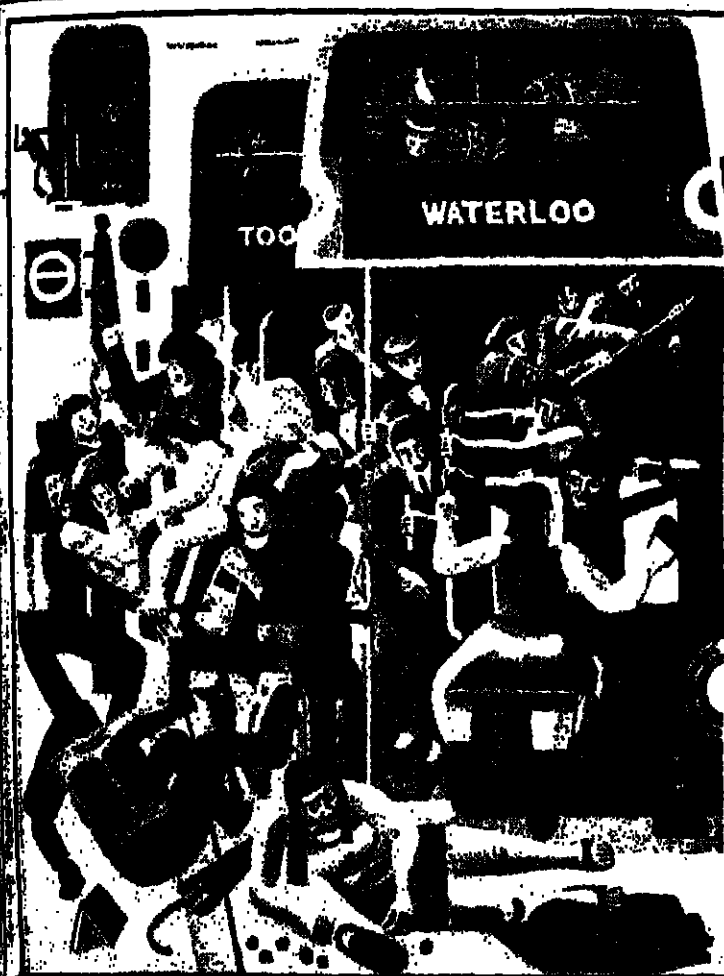
Making Sense of Phrasal Verbs likewise avoids potentially confusing grammatical categories and, throughout its 20 units, aims to help intermediate students gain confidence in actually using the verbs. Semantic grouping is

the principle underlying the verb groups considered in each section. Some of the cartoons are amusing, though not always self-evident; many phrasal verbs do not admit of easy paraphrase. As Ken Jones stresses in *Designing Your Own Simulations*, the person who "runs the event" should be conceived of as either a "controller" or better still an "organizer". The even goes as far as "facilitator" in his quest for a suitable description for this new breed of classroom presence.

Designing Your Own Simulations is above all a practical book written by a man who has been designing his own for more than 20 years and who has applied them at all levels of education.

Leslie E. Shellen

EFL



"Rush Hour" by William Roberts from a chapter which asks "How important is time?" in *Advanced Reading for Adults* by Sue Lake and David Cobb. This is the first book in Longman's successful *Reading for Adults* series (£3.50, 0 582 79323 0). The 10 varied units cover a range of linguistic styles, and all the passages are amplified with the emphasis on modern literary and journalistic writing.

Progress report

English in the World: Teaching and Learning the Language and Literatures, edited by K Quirk and H G Widdowson.
Cambridge University Press £12.50 and £5.95

In 1984, as part of its 50th anniversary celebrations, the British Council held an International Conference entitled *Progress in English Studies*. Seventy leading figures from overseas and from the UK were invited, and *English in the World* contains the Conference papers together with prepared comments, two on each paper, and a summary of the ensuing discussions. Participants were asked to start past and present developments in their own area, to "take a bold stand with regard to future developments and evaluate fruitful avenues of exploration".

Considering the English language in a global context in the first paper, Randolph Quirk points out that English is now used daily by 700

hundred million people, only half of whom are native speakers. Braj Kachru, speaking mainly for those who speak English as a second language for both internal and international reasons - countries such as Nigeria, Singapore and India - argues that the existence of national "standards" in these countries, as distinct from the "standard" we associate with native-speaking countries, should be recognized and an international institute for research on English across cultures set up. Quirk, on the other hand, argues for the maintenance of one standard, deploring the effects that the fashion of undermining belief in standard English has already had in Britain.

While obviously wishing as linguists to be fully aware of developments in English language use all over the world, and to support research efforts in that area, the consensus of opinion still seems to stand in favour of maintaining a single standard, largely through written English, in order to justify the enormous resources that

have been poured world-wide into the development of English as an international language. The issue will no doubt continue to be debated.

The acceptance of many different literatures does not seem to pose as many problems for our experts. This is seen as one of the happier results of the exportation of our language. And yet it was interesting to read in Ayo Banjo's informative piece that African authors writing in English are not necessarily more accessible to Nigerian readers than British or American writers. Enkvist, commenting on an earlier paper, suggests that we should perhaps study more systematically the equipment people from different cultural and social groups bring to their interpretation of certain types of discourse.

Given the problems associated with attempting to "teach" literature, it was disappointing to see Widdowson's plea for an intelligent marriage of literature and language teaching greeted rather critically by colleagues of a widely literary persuasion. A number of the Conference notes that the discussions of literature teaching were unsatisfactory because the differences between teaching at secondary and tertiary level were not sufficiently taken account of. Perhaps this explains the impatience directed at Widdowson.

Other papers discuss information and educational technology, teacher preparation, learner-centred methodology and English for Specific Purposes. Inevitably some papers are more stimulating than others. Peter Roe's contribution on information technology nicely combines enthusiasm with caution. Chris Brumfit's sound overview of the "creative" trend in the classroom expresses a necessary concern at the apparent trivialization of meaning involved in many so-called communicative exercises and games. It is also good to see someone speaking out for the "learners" whose self-perceptions demand traditional procedures. Too often a facile link is made between "learner-centred" methodologies and activities which require self-expression of a kind which may be threatening to some learners. Prabhu's argument for the rejection of a formal language syllabus in favour of one based on problem-solving activities is interesting and well argued, but one wonders how many teachers would be able to carry through such a project. John Swales elegantly manages to combine a practical concern for the plight of many ESP teachers, locked in an under-valued place in the tertiary system, with a thoughtful look at new, fruitful areas for the adventurous ESP teacher to traverse - Research English being one of them, and a link with the Sociology of Science and Scientometrics being possible routes.

In conclusion, John Sinclair mentions some of the omissions: the study of language itself, the professionalization of English teaching and the need for a better information base. The book is, as conferences tend to be, somewhat patchy, but it usefully captures the 1984 preoccupations of some important contributors to the fields of English language, and literature of English expression, allied but alas, not yet integrated.

Teresa O'Brien

DIY simulations

Designing Your Own Simulations, By Ken Jones.
Methuen £15.95. 0 216 39550 3
Graded Simulations Book Two, By Ken Jones.
Basil Blackwell £9.95. 0 631 14737 3

Simulations are a state of mind as much as anything else, for they require both teachers and students to resource once and for all the time-honoured assumption that the exclusive source of information must be the teacher. As Ken Jones stresses in *Designing Your Own Simulations*, the person who "runs the event" should be conceived of as either a "controller" or better still an "organizer". The even goes as far as "facilitator" in his quest for a suitable description for this new breed of classroom presence.

Designing Your Own Simulations is above all a practical book written by a man who has been designing his own for more than 20 years and who has applied them at all levels of education.

with foreign and indigenous students and pupils, and his preparedness to share his accumulated wisdom should not be taken lightly. He takes the uninitiated through the whole process from inception to re-writing and re-designing, never veering away from a consciously unacademic approach to his subject, while at the same time offering telling insights into the simulation process and practical examples of its functioning, which themselves add up to an undoubted yet coherent philosophy. He says, for example, that there is no such thing as a "good" performance or a "right" result. Mistakes are to be expected, indeed should be welcomed. And to the organizer he says: "Disengagement on your part will convince them (the participants) that they are in charge, and that they do not need, nor will they receive your help and guidance."

For those with less time on their hands, there are available collections of Ken Jones's own *Graded Simulations*, which can be used with all levels from intermediate to university or

higher. An example from the Grade Two book (roughly CPE level), shows participants forming an appointments panel to select a new head for a mixed catchment area comprehensive school. Each member of the board and each candidate for the post has a detailed profile, and a prospectus of the school is included, as are extensive preparatory notes outlining the procedures, the briefing and de-briefing sessions and sketching a scenario for the action. One of the critical features of any simulation exercise is that it should involve the participants on a conceptual level, so that they are persuaded into their roles without intellectual inhibition. A prison simulation in the United States some years ago did this so successfully that it had to be stopped because the "guards" started beating up and humiliating the "convicts". Ken Jones does not take things this far, but he has the knack of creating contexts which contain inherent interest of the sort participants are unlikely to question.

Paddy Bostock

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ARTS

True love and the marriage market

Lynne Truss talks to David Pownall about his adaptation of 'Pride and Prejudice' which has just opened at the Old Vic

When David Pownall was first asked to write a stage adaptation of *Pride and Prejudice* he says he felt not flattered but affronted. He had not in fact read the novel - though he thought he had - and as far as he was concerned Jane Austen was all about social adornments and formal niceties: in other words, it was stiff and slow. Then he borrowed a copy from the library. "I read it at one hit - a day and a night. And I just didn't stop laughing." Thus he was made quite nearly aware, he says, of a little pride and prejudice of his own.

Pownall's play was first performed in 1983, so has been "knocking about a bit", but has only this week opened in London, at the Old Vic. It is a skilful adaptation, as well as being a good play that deserves to stand alongside Pownall's most famous work to date, *Master Class*. He started writing it immediately after reading the novel, and completed it very quickly, desperate to hold on to his first impressions of the piece, to keep its "brightness and sparkle". He cut straight through all the formal business, and forged a fast-flowing compact play that goes directly to the heart of the matter - the conflict between the impulses of true love and the tyranny of the "marriage-go-round".

Pownall clearly revelled in writing a Jane Austen play, and his own Austen pastiche is very good. He enjoyed the companionship of the other writer ("writing is such a solitary business"), and saw himself in the role of an apprentice, "learning how to copy somebody else's mind and attitude". Austen's style - like Wilde's, he points out - makes audiences listen carefully, and he has varied the intensity of the dialogue very deliberately. "To make the audience laugh as if you were Jane Austen is very satisfying. But sometimes I like to put in a reminder that the play is by me, that there are two writers at work, so that then they can look for the joins."

Getting a 300-page novel into a shortish play meant that many episodes had to be made. The number of characters was cut to 13 (the family was reduced by two girls, Mary and Kitty) and the number and order of scenes were cut and changed. To make the play move forwards simply, Pownall conceived the staging of it in two acting areas, a permanent stage-left study for Mr Bennet, and a revolving section designed to accommodate all other scenes.

Pownall clearly feels great sympathy



Left: Peter Sallis as Mr Bennet. Above, David Pownall

Lydia and Wickham they can deal with anything.

A play punctuated by cheerful music and dancing thus ends with the celebration of Lydia's wedding. But after that, Pownall has tackled on a short, but controversial, coda. The three successfully married girls process onto the stage carrying babies, inspiring Mr Bennet to ponder how in the future these young men will be pursued for marriage just as their fathers have been. Needless to say this innovation has not been welcomed by the Austen purists; Pownall has had, he says, "a lot of wonderful fights" about it. But he thinks it is necessary to make the point, in as light a way as possible, that the marriage market is about the continuation of a class. "That's why the bargaining is so important, because it's how the class survives."

This one big departure aside, Pownall's adaptation is a model of stylish fidelity to the novel. But if anyone wants to complain that it isn't the Jane they know and love, he has a simple answer. "The novel is still on the shelf, you see. I'm not taking it away from anybody. My play will be done for a few years and then probably be superseded. But the novel will always be there to be read."

for Mr Bennet, referring to him affectionately as "the old man". *Pride and Prejudice* is, of course, all about women, but women who are all - even the clever Elizabeth - caught in the matrimonial ratrace which the novel implicitly deprecates. Pownall wanted to have a character on stage who could speak directly to the audience about the women's predicament, so not un-naturally chose to put Mr Bennet at the centre of the play. He strikes out from Austen though by endowing Mr Bennet with an awareness of the world outside - an awareness that is famously missing from the novel. Thus Mr Bennet is surrounded by newspaper, he reads Blake, and his study features a large globe of the world. He can therefore pronounce on the material

hysteria that threatens his family both from an objective standpoint as well as with the feelings of a father "horrified" by the possible fate of his beloved Lizzy.

It is the family as a group, though, that Pownall wants to emphasize. Many scenes which in the novel are private to one or two members of the family in this play take place quite publicly. "I wanted to keep the Bennets on stage together as much as possible, so that everything that happens, happens to them as a family." At the end of the play he focuses on the wedding of the silly Lydia to the cadish Wickham rather than on the romantic bliss of Elizabeth and Darcy, because it shows the strength of the family better. "If they can deal with

Radio

Delight your lug 'oles

"There's hardly anything more exciting in life than making a good talk-up. The harder, the longer, the better. It's more exciting than good food, good love, anything." So announced Paul Gambaccini at the start of his edition of *Radio, Radio* (Radio 1, Saturdays, 2.0pm). A talk-up (or talk-over) is when the disk jockey talks over the instrumental "intro" of a record, up to the lyric.

This series features six DJs talking about themselves, their careers and styles and began a fortnight ago with Kenny Everett. He reminisced cheerily about his early love for the wireless; of listening to the Light Programme starting up with the full orchestral version of *Orange and Lemons*; and to Hancock, Jack Jackson and Jet Morgan in *Journey Into Space* (the inspiration for Captain Kremmen).

He went on to describe his time on the pirate ship, *Radio London* and the "Kenny and Cash Thing" when he and Dave Cash co-presented a programme. "We kept each other awake." Then he told us how to get into the BBC, walk in, carrying a large reel of tape. Most of all, he stressed the need for radio to be fun. "Music is for delighting your lug 'oles." But the new, world-weary Cuddly Ken also lambasted DJs who ramble on and on between records. DJs should be told, "If you haven't got anything to say in your ten seconds, SHUT UP!" His conclusion was that if you can concoct a silly jingle, play an unusual record or a daft bit, it's amusing. "But generally, I

think DJs should be shot."

Following this, Paul Gambaccini proved himself to be either a master of irony or wildly humourless. His story was of a strait-laced Italian-Catholic boyhood in New York, communing with music stations WMGM and WABC. As a freshman at Dartmouth College, he was asked if he would like to do a chart show on campus radio. "I mean, how would I like to be guaranteed instant admission to heaven? Instead of pursuing a career in law, he applied for a scholarship to Oxford ("a two-year paid vacation"), admitted the broadcasting skills of Tony Blackburn, and entered Radio 1 via pop journalism.

Gambaccini defended himself against under-achieving, said a lot about the DJ's need for identity (in catch phrases) and sentimentally told us he was always broadcasting "to the boy who was me".

At first, *Radio, Radio* seems to be no more than an opportunity for uncritical ego-massage. In fact, someone has got the DJs to talk most revealingly and producer Kevin Howlett has painstakingly blended their anecdotes and confessions with a rich and evocative mix of old records, jingles and other archive material. A must for anyone exposed to media education, the series continues tomorrow with Noel Edmonds who is followed by Blackburn, Peel and Steve Wright.

David Self

Vale Beuys

Josef Beuys was an art of atonement. It began in a moment of actual - or fantasized - rebirth. Serving as a Stuka pilot on the Eastern Front, Beuys was shot down over the Crimea. He was kept alive by rubbing fat into his frostbitten body and wrapping him in felt. The two substances have since been the chief materials of his sculptural work: the fat carved into forms that were - grossly, sometimes nauseatingly - the antithesis of wood or marble; the felt swathed in heavy, choking folds as in the recent, extraordinary show at the Anthony d'Offay Gallery in London. Together - like the swaddling sackcloth and leaky, blood-red paint in Alberto Burri's constructions - they represent icons of rebirth and mercy.

Beuys's career has been plighted to the curve of German art's postwar fortunes. Whether the Tartars were real or a guilty creation, they provided the young Rhinelander with a means of re-creating and restructuring an art that had floundered on Nazism and on the heavily blighted expressionism of the inflated Weimar years.

Beuys was a star. He became a staple of the international art world, a fearless polemicist (later for the German Green Party), and an extraordinary performer. Indeed, many of his most remarkable works were themselves performances. In the Seventies, he spent a year alone in a bare room with a live coyote. Later he lectured on art to a dead pair. Even audiences who



had been repelled by his sculpture or baffled by his intentions were captivated by the artist himself. Beuys cultivated a version of Magritte's cult of ordinariness, always appearing in the battered felt hat and fisherman's jacket that became his trademarks. His death's head face always inscrutable.

Josef Beuys died last week. Though he never achieved what would normally be considered popular success and though he enjoyed nothing like the celebrity of a Hockney or a Verhol, he had some claim to be considered the best-known artist of his day. Certainly - and as he had hoped - he narrowed the perceived gap between the avant-garde and the wider public.

Brian Morton

Build up

Architecture at the Crusade, BBC2 Sundays until March 9.30pm.

After three programmes out of four too early to judge, but surely seven hours in all on contemporary architecture cannot be bad. The physical needs, and each of the comparable aesthetic satisfactions, suspect that today dress comes in architecture bottom. Architecture not only may damage your health, like junk food, but is hideously expensive.

Peter Adam's net is not just the range of contemporary structures, needs and aspirations in architecture, but also the way that architecture seems to be at crossroads than in the great urban. Exciting times in which to live and build, and these programmes, co-produced with French, German and Austrian television, will have done all a service if they stir the consciences of even a minority of viewers.

Some of the filming is brilliant, the narrow eye of the camera hardly suggest the way in which architecture surrounds us. Eventually we need to cease being spectators and go out and "feel" architecture ourselves.

The first film was frank about errors and optimistic about the future. The second considered present-day eclecticism, the conscious and the frantic search for stylistic roots which represents the visual (as distinct from moral) reaction to the new evangelism of what is called, but longer considered to be, "modern architecture". The work of the "New Wave", Le Corbusier, Gropius and Wies van der Rohe. The third shows imaginative attempts in the new oil states to develop a modern architecture after a period of purging "the worst stage in history" Western architecture.

Later programmes explore the and domestic building, city planning, conservation, Japan, Texas and the future. "Which will be the best buildings of the Eighties and Nineties?" asks the prospectus. "We do not know. But we are building architecture which we are sure will be with so much optimism about the future or it is just a passing fashion?" One and serious questions, it still is answerable; but others have not yet been explored. We saw again how the slums dynamited in St Louis, but who has replaced them and does it work better? Pundits tell us the skyscraper is dead, so why is it actually alive and multi-coloured with fiddly bits at the top, as in pre-Bauhaus days? And who jockey now blocks better to live at?

The impression is that the architects not only the discourse of the recent past. But when things go wrong, architects argue that while they may design other people choose them and pay for them. Either this is true or there is a fatal human tendency to abandon reason upon engaging an architect. This sometimes happens in "high priests of the Modern Movement" (Wright and the "totalitarian" swayed by propaganda in the end of what they preached).

Of course, the greatest political Western mistake was not to be deliberately political from postwar onwards. Architects are not politicians and cannot be. They would be after society's needs. And while they misjudged the needs, cut corners and ran out of money, individuals were in the resulting mess as scapegoats. They had the gifts. Once individuals take responsibility, as in recent movements in "communally architecture", improvements can be made.

As in every age, the architecture shown ranges from the mediocre to the mediocre. Opinion varies about what mediocres from the past, but each becomes history by its quality as evidence. It is the nub of the conservation debate. We cannot, as a critic reminded me in the second programme, look back in the future. Nevertheless, we must honestly do so to we have no chance of retaining the open minds on which civilization depends.

Kerry Downes

ARTS



Charles Dodgson (Ian Holm) with Alice (Amelia Shankley)

Coming to terms

Dreamchild (PG) Curzon Cinema

New York, 1932. Mrs Hargreaves arrives by boat from England to receive an honorary degree from Columbia University on the occasion of Lewis Carroll's centenary and, besieged by reporters, finds herself in a maze as disorientating as the Wonderland through which the Reverend Charles Dodgson had led her 70 years before on their summer trips up the Isis. The forced reunion of the 80-year-old Mrs Hargreaves and the 10-year-old Alice Liddell, and their discovery of the emotion that Charles

Dodgson sublimated in the work of Lewis Carroll, are the theme of Dennis Potter's screenplay.

He introduces a sub-plot. Mrs Hargreaves, played by Coral Browne as the archetypal Englishwoman of her class and era, is accompanied by a teenage companion (Nicola Coughlan) who makes her own discoveries about her feelings for life and for her employer when she falls for a newspaper reporter (Peter Gallagher); and a sub-plot concerning the reporter's efforts to survive the Depression. Never mind: it all provides Potter with opportunities to explore his characters and their contrasting backgrounds. But coming to terms with America

Robin Buss

Mixed memories

Combined Arts Project Midland Arts Centre, Nottingham

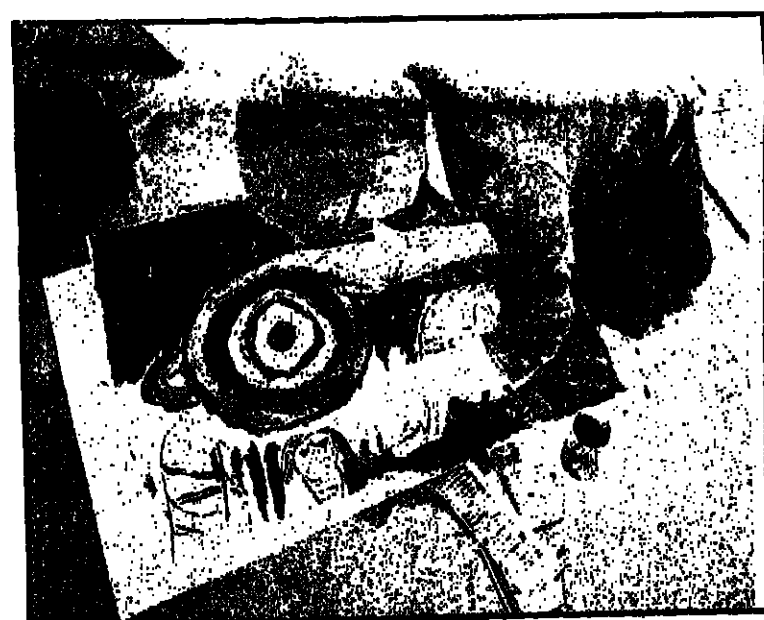
He was about 11 years old. He knelt in front of the blank sheet of paper for a long time, a piece of charcoal in his hand. "Are you stuck?" "No," he replied impatiently. "I'm thinking."

The charcoal moved over the surface of the paper, sometimes pausing in mid-air, until his mind made up. It descended swiftly and confidently, and the drawing began.

For the next few weeks this kind of involvement should be a regular sight at the Midland Group Arts Centre, as Nottinghamshire pupils take part in a Combined Arts Project, run jointly with the county's Secondary Arts Project.

The Midland Group has galleries, performance space, a film theatre, and, for some years now, an education officer. The Secondary Arts Project (SAP), born out of Gulbenkian and described by the Arts Council as "the most exciting Arts curriculum project ever received from a local authority", is a two-year scheme managed by the Curriculum Development Support Service, and employing two secondary teachers, its aim is to stimulate and encourage pupils to develop their own ideas, to seek to identify, highlight and evaluate the contribution of the arts within the curriculum. Already they have placed artists in schools. The Combined Arts Project represents their first venture away from the school environment.

Three artists, Gurminder Sikand, a painter, Hugh Davies, a composer,



and Jeff Nuttall, a writer, will approach the project's theme, Memory and Recollection, in successive weeks. The same class from each participating school will spend a day with each artist. During the fourth week the pupils will mount an exhibition that will run for a month in the group's galleries.

All three artists will bring their individual approach to the common theme. Hugh Davies intends to make the instruments first, then the music. Gurminder Sikand asked the children to bring an object that had strong associations for them. One brought a whistle, another his father's wedding tie. Gurminder brought in her mother's sunglasses. After demonstrating how she could use the images they evoked, the pupils were encouraged to begin their own work. The session ended with the gallery full of paintings, each with its own story.

If the quantity, and quality, of the work produced after one day is any sort of reliable guide, then the project should produce a stimulating exhibition. One problem though, they just might run out of space.

Nick Wood

Combined Arts Project runs until the end of February and will be followed by a month-long exhibition of the work produced at the Midland Group galleries. Details from Carol Jones, Education Officer, Midland Group, Tel: 0602 582636, John Holt and Melanie Harris, SAP, Tel: 0602 860232.

PAPER BACKS

John Hoare's *Voices Under the Window* (Faber, £2.95), first published in 1955, is an absorbing and technically interesting novel of politics and society in the Caribbean. *The Bare Salvation* (Faber, £3.50), written some 25 years

later, has the same concern for structure in a powerful story of a voyage in a nineteenth-century slave ship. Both books make you want to know more about the novelist and these paperback reissues, though attractively designed and produced, supply only his studio photograph.

The same is true of another Faber paperback, Danilo Kja's *A Tomb for Boris Davidovich* (£3.95). This is an extraordinary series of linked stories about the persecution of Jews through

R B

Breaking down barriers

Keeping Mum. Common Voice Project

It's Monday morning, and the children at Benson Road J I School in Handsworth Birmingham sit cross-legged in the hall waiting expectantly for "our special visitors".

In a burst of strange musical sounds and whirling skirts "the story tellers" (three members of the Keeping Mum theatre company) arrive dramatically and introduce themselves, each in their own language. The repetition of the same phrases and rhythms in three different ways creates a poetic choral effect: "Hollo I'm Filla and I tell the stories from England, Scotland, Wales and Ireland," says Catriona Heatherington in a soft Irish accent. "Hollo, I'm Soraya, and I tell all a de stories from de Caribbean and West Africa," says Lee Haldway in a rich West Indian creole, and Guljit Singh introduces his character in Punjabi - "Jadugaa" tells stories from India, Pakistan and Bangladesh. Breaking into English, he asks, "what does my name mean in English?" and excitedly a small Asian boy calls out, "Magic". "That's right, Jadugaa means magic," repeats Guljit.

The introduction lasts about five minutes and sets the tone of the multicultural, multilingual approach which the company will use in their work with the children over the next five Mondays, moving into the school for day-long workshops in individual classrooms which build towards a story telling performance session at the end of each day's work. Teachers are then left to follow up some of the ideas during the rest of the week, and when the company arrives again the following Monday a new theme is explored: clothes and dressing up for ceremonies; food and sharing and not being greedy; our bones and skeletons; how we express feelings. The children are encouraged to bring from home garments, cooking utensils, ornaments, etc which can contribute to the classroom work and the performance.

In the final week of the project all the themes are re-worked in the stories which make up the company's main dramatic performance, *The Time of Tales*, which uses all three languages, and drama, music, puppets, costumes, and closely involves the audience.

The company was formed in June 1984 on a variety of small grants from various educational and arts trusts. "Our work is still in an experimental stage," explains administrator Maria Gee, "but we feel convinced that

drama has an important role to play in giving young children from different backgrounds and cultures a sense of confidence and security. We believe some of the ways we work with the children can offer mono-lingual teachers new ideas and new approaches to language teaching for the very young."

The multilingual approach of their work is based on the results of research on language acquisition which has been available since the Sixties, showing that the more proficient a child is in their mother tongue, the more proficient they are likely to become in a new language, and the greater their sense of status and self respect is for their own language and culture, the more readily they will turn to the second language they need to learn.

"It's important to get young children to use their imaginative but too much emphasis on acquiring language skills in English blocks their imaginative development because conceptually they are thinking in their mother tongue. If we can free them to use that language it frees their imagination and ideas, and their whole language development is much greater. They develop bilingual skills more easily."

The company are aware that their ideas may be controversial. "We are not anxious to push our ideas or make converts," says Maria Gee. "We tend to wait to be invited to go into schools where the basic philosophy is in tune with our own. Even then, we find some teachers are wary of our multilingual approach. One teacher at a previous school admitted that she had initially found it 'very threatening' hearing languages other than English being used in the classroom, but she also said, at the end of the five weeks, that she could see the children had benefited."

At Benson Road School, where two-thirds of the reception class arrive in school with no knowledge of English, headmistress Anne Lance has no doubt of the value of the Keeping Mum approach. "What children bring to school with them is one of the most valuable resources the school has. If we don't recognize a child and what he or she has in terms of home, dress, religion, language, we start with a negative and the child can't grow in self confidence which is the necessary state for learning."

Ann FitzGerald

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Television

Great and small

"A comparatively small thing," was how Margaret Thatcher described the Westland affair in *Face the Press* (Channel 4, January 26), while reserving her prime ministerial right not to answer questions on it that might anticipate what she was to say in the Commons on Monday. *Face the Press* was lucky to have got her in the hot seat, whatever she was prepared to say.

For a comparatively small thing, it cast quite a long shadow, obscuring events that in other circumstances would have been treated as comparatively large matters, like the Channel tunnel, the Northern Ireland elections and the teachers' pay dispute - not to mention the events at Times Newspapers. Television did not ignore these, but gave them more summary coverage than in less exciting times. From the first reports of the teachers' settlement, it was not clear that the NUT stand had been different from that of the other unions and some headlines on the elections in Northern Ireland contradicted the slant of the subsequent bulletin. It was anyone's guess whether the Unionists had gained a victory by winning 14 seats, or suffered a defeat with the loss of one.

Northern Ireland politics are probably a mystery to most people "across the water," anyway. *Diverse Reports* (Channel 4, January 22) studied the views of two Loyalists, Gusty Spence

and John McMichael, neither of them privileged sons of the Protestant Ascendancy but united in their determination to preserve their culture against threats from any direction. It was not a programme that can have left many viewers more hopeful about the prospects for the area, but it gave some insight into the nature of political allegiances in a week when those of ordinary Conservative supporters were under daily investigation.

"Time marches on," a voice announced on the Columbia cartoon BBC2 used as a filler on Sunday afternoon (January 26): if you were watching Channel 4's series on the polemical newsmagazine of the Forties, *The March of Time* ("The American Century, January 22"), you would have appreciated this contemporary tribute to its influence. This week, Fred Halliday introduced a report on Britain at war. Elsewhere, Terry Wogan and other devotees of *Dynasty* (BBC1, Wednesdays) were escaping from the Government crisis and other comparatively small things to study how the producers of the series would manage to dovetail it with *Dynasty II: the Colby* (BBC1, Fridays), the first episode of which ended with Fallon married to Miles, as well as to Jeff. The darkness of it all can be very reposing.

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